



## Module Coordinator Report

<b>Module title</b>	<b>Power Relations and Actor Perspectives</b>
<b>University where module is delivered</b>	<b>Aalborg University, Denmark</b>
<b>Module coordinator</b>	<b>Lars Uggerhøj</b>
<b>Module teaching team</b>	<b>Per H. Jensen, Christian Albrekt, Lars Uggerhøj, Maja Lundemark Andersen, Søren Juul, Flemming Larsen, Janne Seemann, Marianne Skytte, Jakob Skjøtt-Larsen, Kjeld Høgsbro, Maria Appel Nissen, Mathias Herup Nielsen, Mette Rømer and Helle Rode Johansen</b>
<b>Dates of the classes</b>	<b>February: 7<sup>th</sup>, 8<sup>th</sup>, 12<sup>th</sup>, 14<sup>th</sup>, 16<sup>th</sup> and 19<sup>th</sup> March: 16<sup>th</sup>, 19<sup>th</sup>, 21<sup>st</sup> and 23<sup>rd</sup> April: 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup></b>
<b>Number of classroom hours</b>	<b>76</b>

### Distribution of assessment marks:

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

### 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 an understanding of as well as ability to analyse and act within the complex structures, dynamics and mechanism which shape modern welfare states and social work practice. Students will have the opportunity to explore and apply these ideas more in depth during the Field Study in (module 8) and in the PBL study (module 7). Students will during lectures be



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introduced to theories, practice knowledge and research findings of different interests and actors pursuing different perspectives and promoting conflicting interests, discourses, concepts and models for social work – with a special focus on meetings between powerful systems and often powerless citizens. Building on earlier ADVANCES modules covering the various structures and ‘spaces’ that exist to support well-being (‘Critical Knowledge and Perspectives’ and ‘Working in Social and Public Spaces’), this module focuses on different theoretical approaches to the concept of power as well as different theoretical approaches to understanding the field of actors influencing and being influenced by social work practice. Actors in the field of social work are understood as individuals, professions, organizations, management, politicians, service users as well as discourses and social movements etc.

Students seem to be generally satisfied with the theoretical level, the presentation of often difficult theories and with the combination of the three ‘Aalborg modules’. The level is marked as reasonable and acceptable. Compared to 2017 the evaluation of this module the feedback is in general a little more positive. The differences are, though, very small and not focused in any specific area. Almost all feedback is placed in ‘Very much’ and ‘Some What’, very few in ‘Not much’ and none in ‘Not at all’. Positive remarks are focusing on: the interactive lectures, the variation of lecturers and subjects, the presentation and discussion of power in social work, the group work, the group discussions with different international perspectives and with lecturers, the joint lectures with Danish students.

Some critical remarks are: overlapping of the themes, challenges of photocopying reading materials, some topics needed more than one session, long hours, not all the readings are exiting, too much focus on Denmark.

Some of the feedback is contrasting as some students enjoy long hours and find the discussions and the lectures internationally based while others find the lectures (too) long and too focused on Danish issues. However the quit hard critique of a very national Danish approach and too little group work has disappeared through the change of the structure of the day.

In earlier evaluations students have found the changing lectures challenging. In both cohort 4 and 5 this critique has disappeared. There have been no structural changes, but we have informed students more about the involvement of many lecturers in Danish universities, which could explain the change in feedback.

We have continued the division of lectures in to three sections. Lectures are divided into two hours lecture (9am to 11am), two hours group work including lunch (11am to 1pm), two hours feedback/discussion and maybe a concluding short lecture (1pm to 3pm). This has boosted group discussions and the involvement of different international perspectives in the lectures. In 2017 this was further supported by involving two assistant teachers who were expected to focus on practice in social work and on involving all students and their different perspectives in the discussion. As described last year the feedback on the assistant teachers was not specifically positive. According to students assistant teachers didn’t provide as much information about Danish practice in social work as expected, they didn’t add much to the discussions and they seemed to become more supervising and teaching than



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joining the discussions. There was, however, a big change in the student feedback comparing with earlier cohorts and the critique of too little practice orientation, too little involvement of students experiences and too little group work/discussion had almost disappeared.

A subsidiary goal in involving assistant teachers was to strengthen the connection between advances and Danish students. This goal was not gained through assistant teachers. Therefore it was decided to establish co-teaching between advances and Danish master students in social work. Five whole day lectures (six hours pr. day) were allocated to this. The five themes were already a part of both programmes. To make students meet and not only being in the same room the structure from advances lectures – involving two hours of group work - was used. Furthermore students were divided into mixed groups of advances and Danish participants.

The feedback from advances students of the co-teaching is very positive and is mentioned several times in the evaluation as well as in the evaluation meeting with representatives from the cohort. The discussions are considered interesting and giving new perspectives to the international perspectives in class, but also the establishment of lasting friendships is emphasized. The co-teaching was, however, not as popular among Danish students and advances students were disappointed that many Danish students left during lunch break – before the final discussion of group work. The evaluation among Danish students shows that they also enjoyed the co-teaching but that the structure was interfering with their normal schedule. When planning the next Aalborg semester we expect to change the structure a little to a model somewhere in between the advances and the Danish structure. We will still emphasize group work, but cut a little from both the group work and the group feedback. A future perspective for both programmes is to establish a whole co-taught module - please also see the notes from the evaluation meeting with representatives from the cohort below.

The critical feedback from earlier cohorts on assessment objectives has almost disappeared through more information and better handbook descriptions.

## 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?

On the basis of both lectures and common discussions of chosen subjects, students have written an essay. The essay is expected to be connected to the focus established through the Field Study and to the focus students will have in the upcoming PBL-project. In that way all three modules at Aalborg University are linked. The essay is written individually.



Two representatives from the teaching team have undertaken all marking and comments to students. There was agreement on the range of marks.

The average marking (in the Danish marking-scale) has gone down from 9.38 to 8,0 in 2018. In 2017 six students were marked 7 (C), two students were marked 10 (B) and five student were marked 12 (A). In 2018 three students were marked 4 (D), four were marked 7 (C), two were marked 10 (B) and three were marked 12 (A). Comparing the 2017 and 2018 markings, the markings have spread a little more in 2018 with fewer in the top and more in the lower end. The average marking has gone down close to 1,5, but these differences are expected from one cohort to the other. Please see the figure at the end of the report for the Essay markings in 2016 and 2017. There have been no complaints about the marking.

### 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: 8 out of 12 students have completed the evaluation which is low according to the first cohorts. Also cohort 2017 was low. Students have been reminded several times to finish the evaluation.

Students have in general made positive comments about the description of the module, the content of the module, the academic level, the variation of approaches, the way difficult theories were presented, the workload and the relevance to their future career. As mentioned above the feedback is in general more positive than in 2017 and almost all marks are given in 'Very much' and 'Some-what', few in 'Not much' and none in 'Not at all'.

### 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 necessary changes after going through the evaluation

2. Besides the Handbook Blackboard is used at Aalborg modules. It is also an ongoing process to develop this and we will continue this in the future.

3. When planning the 2020 spring module – the advances 2.0 programme – we will develop the co-teaching with Danish master students to make it possible to connect to the different structures within the two different programmes – please see above

4. We will keep an eye on the structure in general and if the co-teaching structure works better we will consider changing the structure in all lectures.

5. We will still be aware of strengthening information about Danish traditions and



rules – especially the ones different from UK and Lincoln traditions as students seem to think that rules and traditions are the same. Information seems to work well in changing students habits. We will also keep a special eye on the presentation of assessment objectives in the handbook and in the teaching.

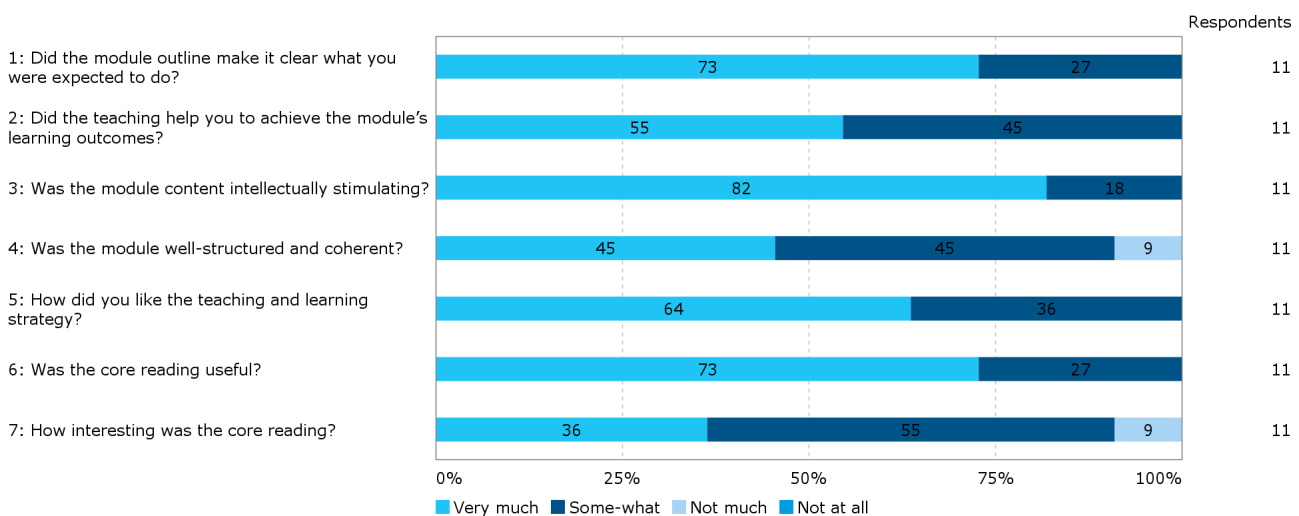
**Are there any specific matters or questions where you would like advice from the External Expert?**

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)

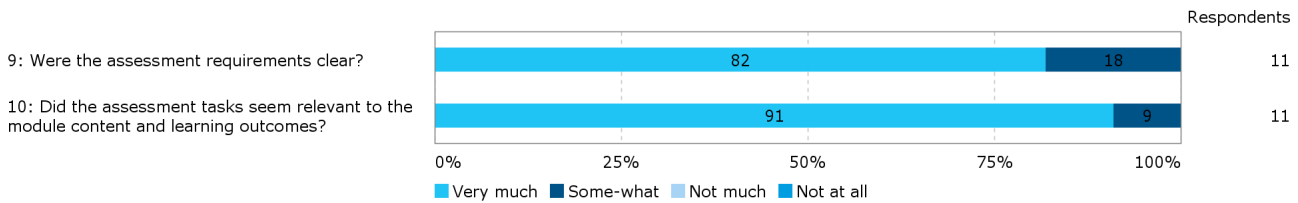
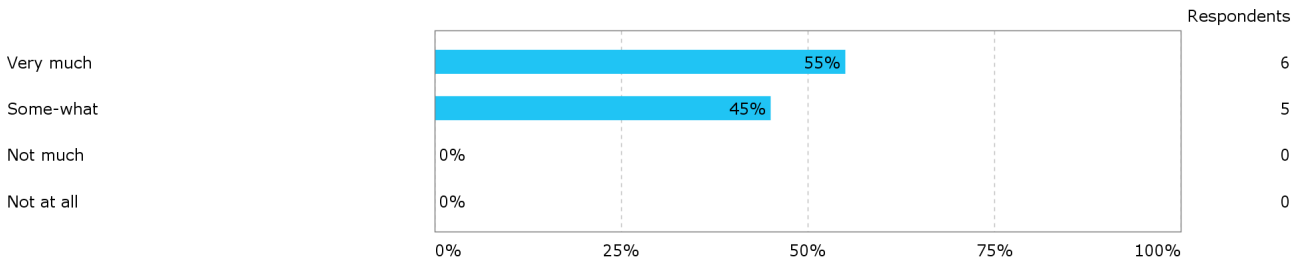
*Power relations and actor perspectives in social work - 2018*





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## 8: How helpful were the module materials (e.g. handouts, slides, online links) for your learning?



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

- The introduction lecture of Bourdieu and Foucault. The thorough analysis of social work situation in Denmark.
- The Assessment strategy, and interactive lectures.
- Group work, Joint lectures with Danish students
- Variation of lectures  
Common class with Danish students  
Topics
- The common classes with danish students and exchanging perspectives.  
The interactions with the lecturers that were particularly competent.  
The group work in the middle of the main lecture.
- Group work and having different lecturers  
Sharing class with Danish students
- The group discussions and examples from different countries in relation to the topics discussed. Connecting the discussions to the rich researches undertaken. Also the range of professional experts/professors who are knowledgeable on the subject/topics.
- I enjoyed the classes and the discussions that we had.
- Enjoyed the theoretical discussions on power and how they are linked to social work. It was thought provoking as issues of power were evident from my practice experience yet I could not conceptualise or understand how power functions or affects social work practice within organisations
- I enjoyed that we got exposed to a variety of different subjects

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

- The structure of the program is a bit disorganised due to the ongoing changing and rescheduling of the lecture. There is overlapping of the themes discussed in class too.
- N/A
- Photocopying reading materials
- Some topics needed to more than one session.

- Long hours and in some weeks every days class is somehow exhausting
- The expectation of the lecturer to have us started the assignment 3 weeks before the deadline.  
The not original essay even if the lectures were, them, original
- Accessing reading materials was a big challenge
- None
- Some of the reading while very helpful for the projects was not the most exciting readings.
- long lectures
- All classes focused specifically on Denmark, although I understand that that is the lecturers focus, it would have been interesting to explore the topics from a more global perspective.



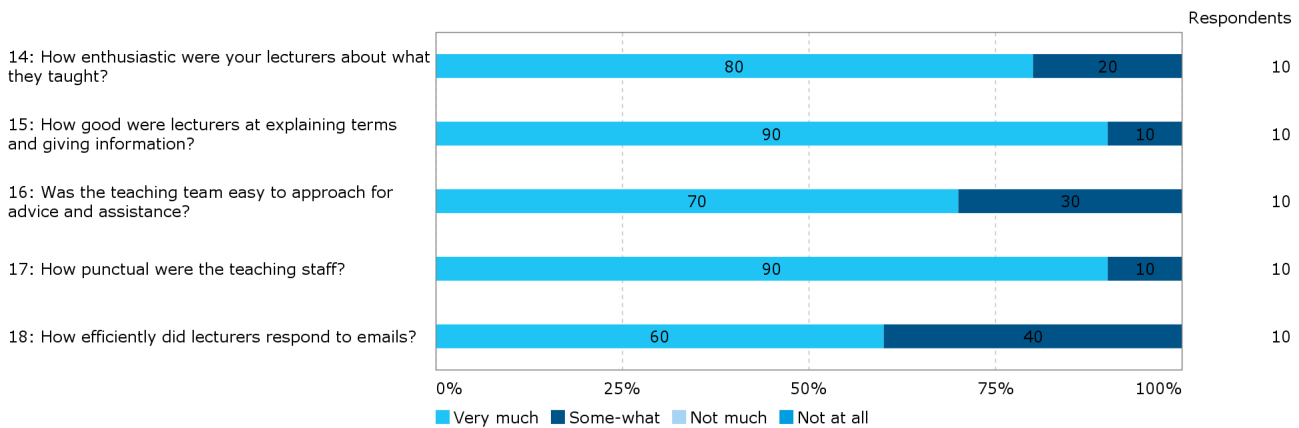


## 13: What changes, if any, could be made to improve the module?

- The slides always sent in on the day of the lecture or the previous night of the lecture. It would be better if it could be sent in advance for students to better prepare for it.
- Nothing
- Danish students should be encouraged to fully participate in lectures and discussions in the afternoon.
- Better plan for hours. Allocating more time Based on the student requests in some topics.

Develop theoretical part.

- New type of assignment.  
Keep the classes with danish master students in social work.
- We should share all classes with the Danish students
- Carry on
- Perhaps some different readings
- the module could be more interesting if theories of power are tackled a little earlier before the PBL field studies so that students do field work with a better understanding of power relations.
- More of a global perspective

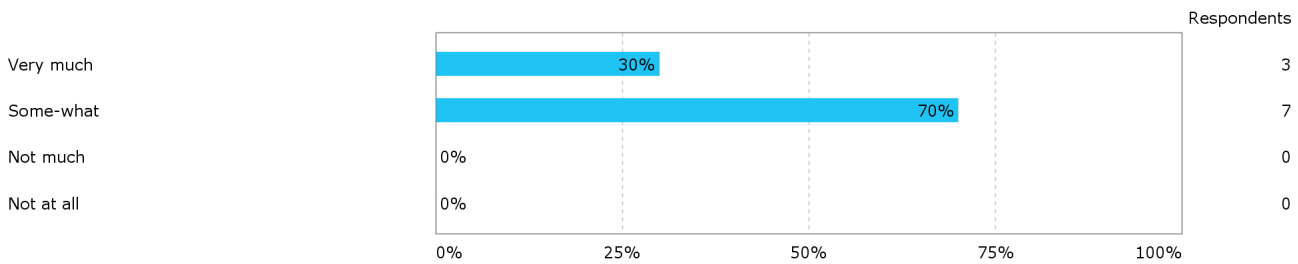


## 19: Was the academic level of the module too easy or too hard? Please explain your answer.

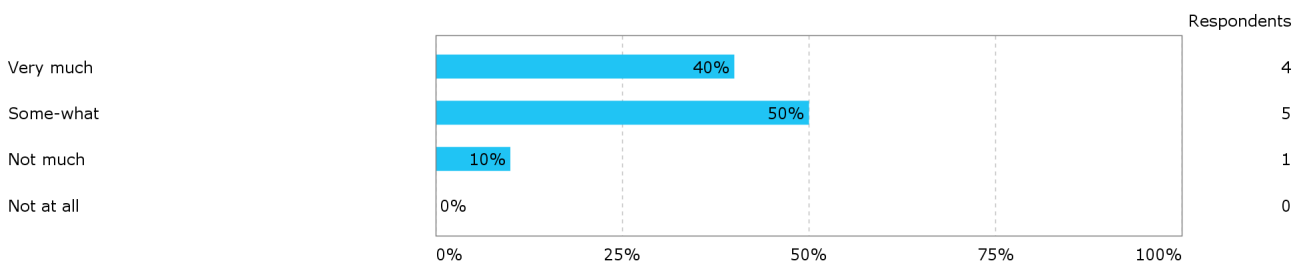
- Power relations itself is a difficult and complex concept to grasp. Also, each lecture itself can develop into a series of lectures. Therefore, it would be good if the lecturers can give further reading and guidance to students to further develop the knowledge in depth for easier grasp of the concept.
- Satisfactory, according to the study level(Masters level).
- Commensurate to the masters levels study.
- It was different based on the each lecture. Some were difficult to follow and some easy.
- Interesting because we needed to be critical to appreciate the module.  
But 2 lectures were quite similar (nordic welfare system)
- No
- It's challenging and intellectually stimulating so I would say it's not easy. The discussions are interesting so I'm always looking forward to the next lecture.
- perfect!
- It was hard. Thought provoking and requiring more hard work and wide reading. The Problem based approach also made it more difficult as students had to explore issues on their own for example on essays something most were not familiar with.
- I believe the academic level was good. However, some of the lecturers way of explaining things made it difficult to understand. Especially for second or third language english speakers.



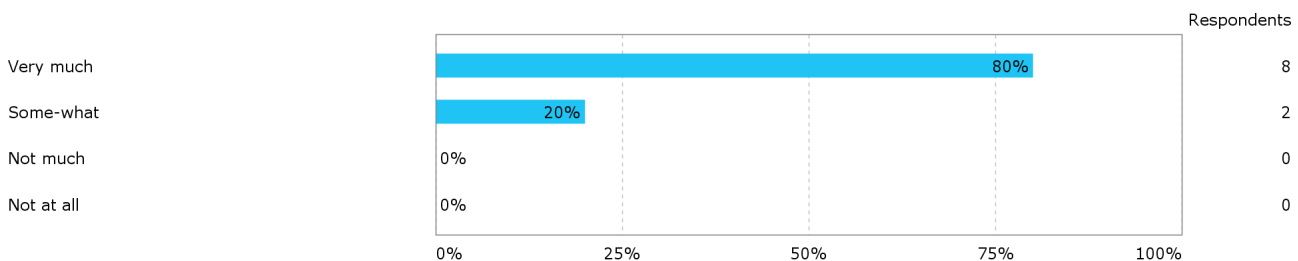
## 20. Did co-teaching with Danish social work master students emphasize the learning process?



## 22. Did co-teaching with Danish social work master students support the group work process?



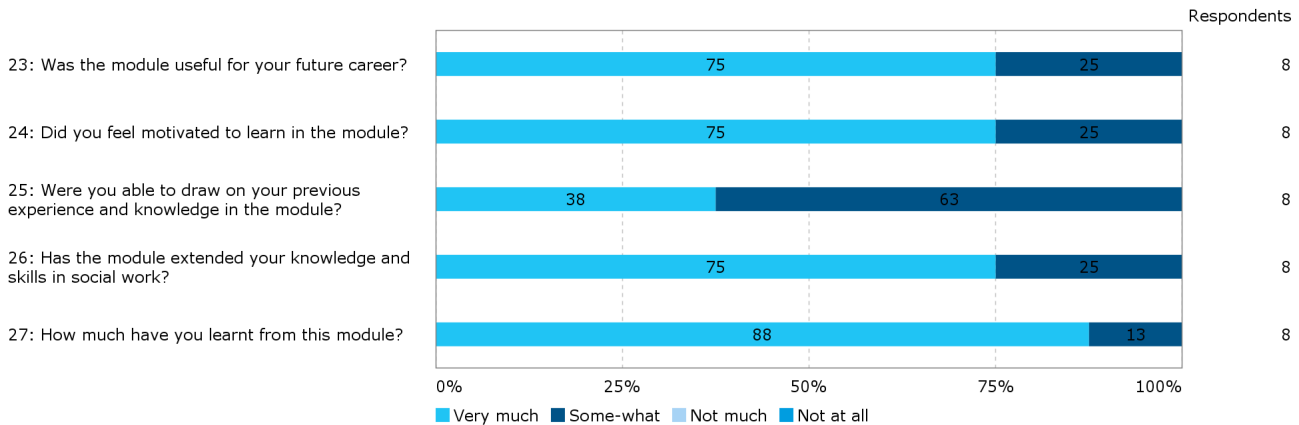
## 23. Did co-teaching with Danish social work master students support the connection and interaction between Danish and Advances students?



## 24. What changes, if any, could be made to improve co-teaching?

- There was a lecture that only attended by two Danish students. While knowing that it is hard to ensure the attendance, it would be better if the class participation of Danish students could increase.
- Balancing the lecture time to fit the Danish student's schedule since they work. Enforcing the need for their participation since most of them left during lunch time.
- Adjusting the time to match with Danish students who work.
- More common classes and more participations of danish students.
- Make it clearer for them to see the purpose of it. But I think it will benefit the danish society
- We can have more classes together
- Encourage Danish student to participate more ;) How to ensure their attendance?
- Having more group work or exchanges with them perhaps. As they are not often present in class it is sort of limiting
- Danish students could be encouraged to participate more and also perhaps the Advances group could be asked to fit into the Danish students' timetable as most Danish students sometimes did not attend classes
- I believe more classes would be beneficial! We hugely enjoyed working with the Danish students and have made lasting friendships as a result. It seems as though quite a few of the Danish students were apprehensive about the duration of the classes and having them in English, if this could be tackled from the Danish side I believe it would make these sessions even more productive.

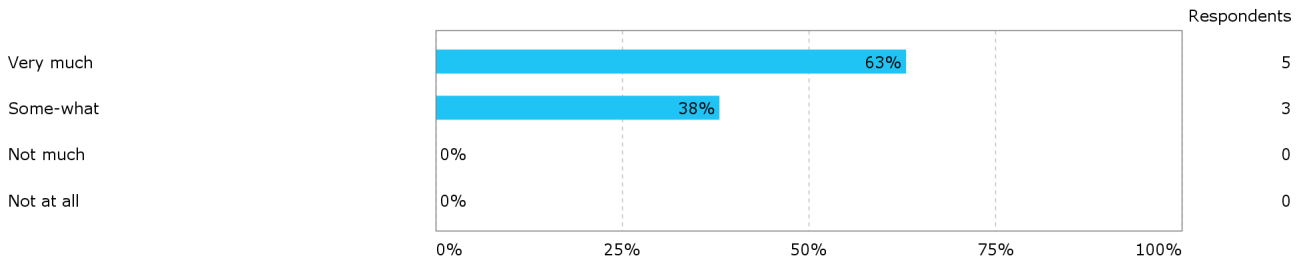




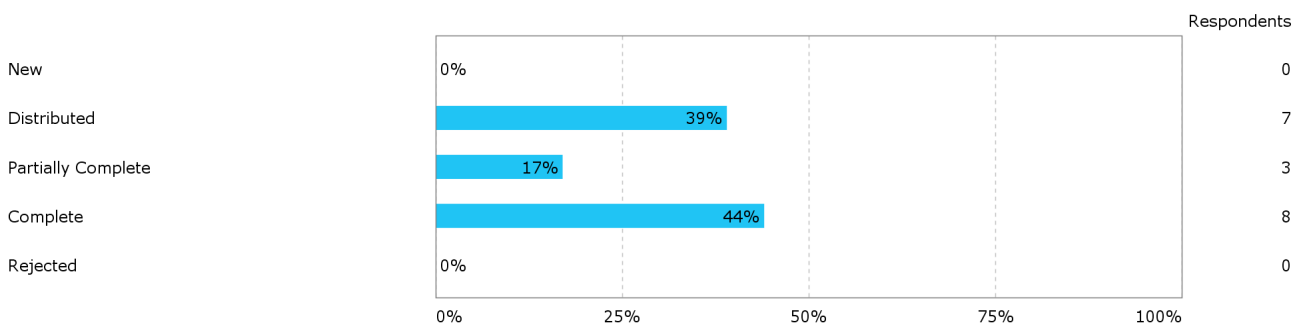
## 28: Was the workload for this module acceptable? Please explain your answer.

- yes. only an essay.
- Yes. Well structured and satisfactory to masters level of study.
- Yes it was acceptable and logical.
- YEs, but the readings were not easily accessible
- The workload was acceptable
- Workload is very much acceptable. I like the idea of balancing the lecture and group discussions as it help me to understand how it is practiced, applied in other context.
- yes
- Yes.I believe the reading and essay were very manageable. Sometimes it was not possible to finish all the readings before the specific class, but it was possible to catch up after.

## 29: Overall, how satisfied are you with the module?



## 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.

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.



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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.

## Marks - Cohort 4 and 5

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





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