



YOWOMO2.0

Youth Work Mobile 2.0

A competence framework for youth work in the age of smartphones and social media

TRANSFORMING “POINT CHASERS” INTO COMPETENCE SEEKERS!

A YOWOMO2.0 TRAINING SCENARIO DEVELOPED BY SAXION UNIVERSITY OF APPLIED SCIENCES AND HEURAKNET – FREIES INSTITUT FÜR BILDUNG, FORSCHUNG UND INNOVATION E.V. IN THE NETHERLANDS AND GERMANY

YOWOMO2.0

A COMPETENCE FRAMEWORK FOR YOUTH WORK IN THE AGE OF SMARTPHONES AND SOCIAL MEDIA



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TRANSFORMING “POINT CHASERS” INTO COMPETENCE SEEKERS!

SOCIAL WORK STUDENTS DOING INFORMAL SELF-DIRECTED LEARNING YOWOMO2.0 PROJECTS

This training scenario is a learning project for fourth year-students of social work. During a period of nine month there was a workload of 200 hours, splitting up into 35h on online and offline meetings, 80h on preparation at home (desk research, reading), 60h on practical training, and 35h on reporting. The students chose by themselves a competence out of the YOWOMO2.0 framework to work on. Each of the 10 students chose an individual learning goal which became more and more relevant and detailed while applying it into professional practice with supervisors, colleagues and clients.

KIND OF ORGANISATION OR INSTITUTION THIS TRAINING SCENARIO IS EMBEDDED

This training scenario took place at Saxion University of Applied Sciences in Enschede/The Netherlands. Saxion participated in the partnership as a silent partner acting as a sounding board of the German partner HeurekaNet - Freies Institut für Bildung, Forschung und Innovation e.V. With over 24,000 student Saxion is one of the largest institutions of higher education in the Netherlands. Because of its Euregional (Dutch-German cross-border region) focus Saxion not only offers programmes in Dutch and English, but also in German, e.g. a social work part time study. Students of this social work programme usually spent one day (8h/week) per week at Saxion while

doing internships (20h/week) and self-directed learning and homework (12h/week) in Germany. To sign in for the Social Work programme a university-entrance diploma or a vocational diploma is required. The four year programme leads to a Bachelor's Degree in Social Work (EQF level 6).

BACKGROUND AND THE RATIONALE OF THIS TRAINING SCENARIO

A major part of Social Work is related to young people in broad range of contexts. By now there are no trainings in the Saxion social work programme that address the competences described in the YOWOMO2.0 partnership. Even the “Minor Child and Youth Welfare”, which is offered for fourth year students, does not focus on the challenges for youth work that evolve out of the growing significance of social media and mobile devices. To disseminate the results of the YOWOMO2.0 partnership and to offer impulses for further development of the social work programme a pilot with fourth years student of the Minor “Child and Youth Welfare” was done to find out how the YOWOMO2.0 competence framework can be beneficially integrated in the social work programme.

NEEDS THIS TRAINING SCENARIO ADDRESSED

The YOWOMO2.0 framework offers a wide range of youth work competences that the students can work on. In this approach the students chose by themselves for a competences that they want to acquire based on their professional experience with several groups of clients during their internships. The students were also asked to determine their learning goals in close consultation with the organisation where they are doing their internship. By this the learning activities not only addressed the professional development needs of the social work student but also the needs of professional praxis (e.g. lack of policies for the use of social media and mobile devices, lack of insight in the relevance of online and offline identity, online representation outdated, need for methods to raise awareness amongst parents, ...).

TARGET GROUP AND OBJECTIVES / LEARNING OUTCOMES

The Target group are 10 German fourth year social work students who focus on child and youth

welfare. In addition to the regular internship required by the social work programme these students also contracted with HeurekaNet - Freies Institut für Bildung, Forschung und Innovation e.V. to engage in this partnership. These students are already familiar with self-directed learning as this is a crucial part of their study (e.g. using methods for goal setting (SMART) and reflection (STARR), being assessed based on individual portfolios).

The students chose by themselves a competence out of the YOWOMO2.0 framework to work on. This was done by using the metaphor of “read the competencies like a menu card in an Italian restaurant, choose which meal you want - pizza, pasta, ... - and now start learning how to prepare it. What do you need?” By this each student chose an individual learning goal which became more and more relevant and detailed while applying it into professional practice with supervisors, colleagues and clients.

LENGTH, STRUCTURE AND WORKLOAD (FOR EACH PARTICIPANT) OF THE TRAINING SCENARIO

The overall time of the scenario was nine months (September 14 to May 15). During this period a weekly status meeting of the students and trainers was done face-to-face or using Google Hangout. During this meeting the learning projects were discussed and the trainers and peers gave feedback and/or tips for further development. In addition a WhatsApp discussion group for just in time communication and several Google Docs for collaborative writing were used.

In average the students reported that they spent approximately 200h on their learning project, splitting up into 35h on online and offline meetings, 80h on preparation at home (desk research, reading), 60h on practical training, and 35h on reporting.

A VIEW INTO THE CLASSROOM: TASKS OF THE TEACHER, TASKS OF THE STUDENTS, LEARNING AND TEACHING METHODS, TEACHING MEDIA, TEACHING MATERIALS ETC.

The training pilot was done by two trainers (social work lecturers familiar with the YOWOMO2.0 results) and ten students. It made use of the self-directed learning skills the students already acquired during their earlier social work studies,

which include an ongoing training in professional development. Therefore the teachers focused on accompanying the learning process of the students by

- Planning and facilitating the online and offline meetings,
- Fostering network building and peer support,
- Advising on the use of the [SMART](#) and [STARR](#) method,
- Giving feedback on students work, and
- Offering just in time input for background knowledge once the students couldn't find appropriate resources by themselves.

Based on the requirements of the students learning projects around seventy resources like

- Research outcomes (e.g. [JIM-study](#), [KIM-study](#), [EU Kids Online](#), [Net Children Go Mobile](#), German professional journal articles),
- Project outcomes (e.g. [Munch, Poke, Ping, klicksafe.de](#)),
- Guidelines and tutorials (e.g. for website design, on how to write policies, guidelines for safe Facebook use, several “How-to ...” Youtube videos), and
- Hands-on experience (e.g. using Google Hangout for meetings, Google Docs for collaborative writing, WhatsApp for just in time information and discussion)

were used to enrich the learning process.

MONITORING OF THE LEARNING PROCESS AND ASSESSMENT OF THE LEARNING OUTCOMES

Due to the small group of students and trainers the mentoring was mostly done using the already described online and offline methods. The intense contact (weekly meetings, just in time discussion using WhatsApp, collaborative writing) established a close accompanying of the students projects. The students were also asked to develop their project in close consultation with their practice placement and to report back on this to the group.

The training was also linked to the Minor “Child and Youth Welfare” of Saxion’s Social Work programme. By this parts of the results of the students learning projects could be used in the module for professional development and internationalisation where they were formerly assessed by Saxion assessors. This offered the

students a way to gain ECTS and prevent double burden.

Additional assessment included presentations and reports for Saxion, for the YOWOMO2.0 partnerships meetings in Münster/Germany and Cordoba/Spain, and for the YOWOMO2.0 website.

The assessment of the products the students developed during their learning project was established as a shared decision making with peers and trainers based on a self-assessment report written by the students. This report has to be based on the criteria described on the YOWOMO2.0 website (i.e. evidence has to be valid, current, sufficient, and authentic).

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APPENDIX:

The informal self-directed learning YOWOMO2.0 projects of the social work students:

- Representing the organisation - Christina Hölscher
- A safety handling with social media and mobile devices - Kristin Most
- Facebook: comparing online and offline identity - Isabell Kaspers
- Save your face - Lina Kania
- Interaktive parents evening – Sarah Krimpmann
- Representing Social School Work and Counseling through a website – Angela Raabe
- Supporting young people using social media in a safe way - Stefanie Foginski

REPRESENTING THE ORGANISATION

A self-directed learning project by
social work student CHRISTINA
HÖLSCHER

Representing social work in a primary school online

SITUATION

I am working in a primary school as a social worker for the after-school care. At the beginning of the project I tried to find out how to embed media in my work with children and which skill I have to adopt. After some discussions with my team and my supervisor I become aware of the homepage of the organization.

This part of the organization is presented on the homepage of the school and there is only one teacher of the school unit who is doing the changes. The employees of the after-school care have only limited access and are not able to use all futures respectively functions to work on the homepage. Therefore the content is not representing this part of the organization. All in all the structure of the current homepage is very unclear and isn't designed very intuitive.

TASK

The result of this analysis brings me to following target:

I would like to create a homepage, which represents my part of the organization in a better way. In addition all of the employees should have access. The homepage should be easy to edit that even children can create content by simple drop in functions.

ACTION

To fulfil the target I have to adopt the competence „representing the organization“. Moreover it is needed to adopt special skills, which will be explained below more in detail:

Knowledge:

- About the today used platform
- About the strategic structure of the platform
- About the coaching of my team members and the children
- About the needs of target group (parents and children)

Skills:

- I am using a platform which is suitable for the homepage I would like to create
- I learned how to deal with the platform and I am able to handle the platform
- I know the risks of the platform
- I take care of applicable law
- I structured the content clear and understandable for the team
- I create the homepage suitable for the interest of the target group
- I create the visual content in relation to the wishes of the team
- I train my colleges and the children how to use the platform

Attitude

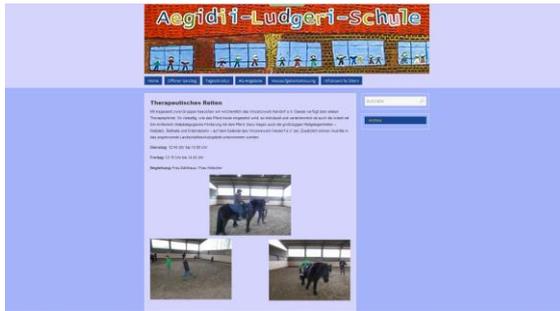
- I am ready to adopt the needed skills to fulfil the requirements of the open points.
- The structure and the development of the contents have to be prepared in a team. The contents should be interesting for the target group. Therefore I will discuss the contents together with the representatives of the parents of the organization.

RESULT

The results are:

- The main structure of the homepage is prepared.
- The homepage will be updated weekly.
- I will train my colleagues in technical issues.
- I know different ways of representing organizations online.
- I know what a social media policy is.
- I am able to use the language and the terminology in a persuasive and informative way.

- I am able to represent the organization to clients, colleagues and other organizations based on the policy.
- I am able to make connections between the policy of the organization and needs of the target groups.
- I feel co-responsible for the policy of the organization.
- I think critically about the policy.



The project was a challenge for me and therefore very interesting for me. Due to the project I adopt a lot of new skills and competences, which I could use for my job in the future. In addition the projects was needed for the quality management of my organization.

CONTACT

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REFLECTION

I already learned the following skills:

Valid:

The project was discussed in team and first ideas have been developed with the team in a workshop. Therefore I interviewed people in charge of different functions within the organization. The director of the school, the responsible teacher for IT and the employees of the organization were involved and all interests of the mentioned persons were integrated in the project.

Sufficient:

Unfortunately the target to create a homepage for this part of the organization is not fulfilled by 100 per cent. The time schedule for a project like this one was to tight. However, it was a lot of effort to know the topic “representing the organization” very well and I learned the most important facts of this competence. In addition I learned a lot of technical skills, the knowledge about strategies and how to create a homepage in clear structure.

Current

The project is up to date and it is an important tool for my organization. Due to the homepage the organization will be presented in a modern way and is although competitive against other organization.

Authentic:

A SAFETY HANDLING WITH SOCIAL MEDIA AND MOBILE DEVICES

A self-directed learning project by
social work student KRISTIN MOST

During the YOWOMO2.0 training I developed a self-directed learning project to acquire the competence "Social media and mobile devices". I developed two policies (one for the clients & one for the professionals) how to handle with social media at a residential care.

SITUATION

During my part time study I work in a residential care with four children in the age of eight to fifteen. The children are not allowed to use the internet. There was a digital exclusion for the children and the colleagues didn't know how to handle with it.

Because of that it became my goal to learn something about the competence "Social media and mobile devices".

TASK

I decided to develop two policies: one for the clients and one for the professionals.

ACTION

My first task was talking to my director to get insight how the children can use social media in the groups. From October to December 2014 I advocated for the use of social media and mobile devices for young people. I was looking for information on the internet and researches like the "JIM"-study or the "KIM"-study. In a team meeting

we discussed our opinions and my colleagues realized how important social media and mobile devices are.

I developed a policy for the colleagues how to handle social media and mobile devices at work. My boss thought this is very helpful and wanted to transfer this policy into other work places, so that all social workers had the same basics.

But there were the colleagues on the one and the children on the other side. The children in our workplace didn't know anything about social media and mobile devices. The oldest child, a fifteen year old girl, got a mobile device from her grandmother, but she didn't know how to use it. So I coached her every Friday one hour for ten weeks. I put the focus on management risks and prospects.

Together we worked at a policy for all children in the stationary group. So she could say what is important for the children and I could say what is important for the employees. We collected both aspects and wrote it down in a policy. In the end the girl signed it and so it became a contract.

RESULT

The results are two policies.

The product is valid, because the policy is related to the unit "Social media and mobile devices" of the competence frame and it reflects the four dimensions of competency. For example the job was performed in the required standard, because I did the project in a role of a social worker and it was integrated in team meetings.

The project is also sufficient. I reached a lot of competences on producing level and have a lot of knowledge about social media and mobile devices, which I can transfer into the work with the clients.

The project is current, because it is a current topic in the practice. My colleague (the group manager) said: "The project was very current. Before the project I didn't know anything about social media and didn't know how to use it in the social work. Now I know it and can use it."

The project is authentic, because it was my idea of the project. The evidence is my own work and it is suitable with my practical work.

REFLECTION

Concluding I am satisfied with the learning process and I would like to learn more. The development of social media is fast and if the younger children would like to use social media and mobile devices there will be other technical standards. So lifelong learning is an important aspect. The project was very useful for my professional development as a social worker.

CONTACT

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This is an example for the contract between the child and the organization

<p>Spickzettel für Kinder/Jugendliche im Umgang mit Smartphones Stand: März 2015</p> <p>Schütze deine Daten!</p> <ul style="list-style-type: none"> - Gebe deine Nummer (oder die von Freunden und Familie) nur Freunden und Leuten, denen du vertrauen kannst! - Lass dich nichts aushängen! Erzähl Fremden nicht zu viel von dir! Vor allem nicht deinen richtigen Namen, deine Adresse oder deinen Aufenthaltsort! <p>Handyfotos? Aber sicher!</p> <ul style="list-style-type: none"> - Nicht jeder mag fotografiert werden! Aufnahmen sind nur mit Zustimmung in Ordnung!! Heimliche Fotos, Videos oder Tonaufnahmen sind nicht erlaubt und sogar strafbar! - Sag auch deutlich, dass du nicht fotografiert werden möchtest, wenn es dir unangenehm ist! - Verstecke keine Fotos von dir selbst, deiner Familie oder von Freunden! Unbekannte – du weißt nicht wo sie landen! - Wenn du Fotos ins Internet stellst: Wähle die Einstellung „nur für Freunde zugänglich“. Wenn deine Freunde auf den Fotos drauf sind, musst du sie um Erlaubnis fragen! - Tipp: Lies den Comic „Das Netz vergisst nichts!“ unter www.handyaktiv.de (unter Downloads) <p>Cyberbullying? Lass dir nichts gefallen!</p> <ul style="list-style-type: none"> - Ander per Handy zu beleidigen ist unfair und gemein! Antworte nicht auf Anrufe oder SMS, die dich ärgern oder einschüchtern sollen. Benutze die Block-Funktion! SMS etc. als Beweis! - Trau dich! Sprich mit Freunden, Eltern, Erziehern oder Lehrern, wenn jemand dich bedrängt! Sie können dir helfen und sogar die Polizei informieren, wenn dich jemand bedrückt. - Tu etwas gegen Mobbing! Wird zum Beispiel ein peinigendes Foto in der Klasse verbreitet, schick es NICHT weiter! - Handyfotos oder Handyvideos von dir sind gegen deinen Willen im Internet! Bitte gemeinsam mit den Erziehern den Communitybetreiber, die Sachen zu löschen, Vorsicht, wenn du Dateien erhebst, deren Absender du nicht kennst. Sie können schädliche Viren oder exotische Inhalte enthalten. Bloßstellungen kannst du verhindern! 	<p>OK oder nicht OK? Handyregeln</p> <ul style="list-style-type: none"> - Im Unterricht, im Kino, in der Bibliothek – an allen Orten, wo Leute ihre Ruhe haben wollen, solltest du nicht telefonieren. Stell dein Handy aus oder auf „Leiser“! - Vertrauliche und private Gespräche nicht de Kinnern, wo sie mitklingen. Mach das lieber zu Hause! - Unterbrich kein Gespräch wegen eines Anrufes oder einer SMS. Das würde dich auch stören! Besser zurückrufen oder smsen. - Laute Handymusik oder Klingeltöne ausprobieren, kann andere nerven, z.B. in Bus oder Bahn. Nimm Rücksicht! - Shock- oder sexigere Inhalte keine Erlaubnis! <p>Achte auf dein Handy!</p> <ul style="list-style-type: none"> - Handy geklaut? Sag sofort in der Wohngruppe Bescheid! Sie können die SIM-Karte beim Mobilfunkanbieter sofort sperren lassen und der Polizei Bescheid geben! - Um den Diebstahl zu melden, brauchst du die wichtigsten Daten deines Handys: Die „IMEI“ (15-stellige Nummer, die das Handy identifiziert) Gehe „Absteuern, um sie anzuzeigen“, Handynummer, Modell und Marke, Nummer der SIM-Karte (steht auf der SIM), deinen Anbieter und dessen Hotlinennummer zum Sperren der Karte. Schicke diese Daten an besten zu Hause irgendwo auf! - Lass dein Handy nicht unbeobachtet liegen. Gehe nur vertrauenswürdigen Personen. So vermeidest du, dass jemand unruhig damit machen kann: teure Dienste abonnieren oder Programme installieren, die anderen deinen Aufenthaltsort verraten. <p>Vorsicht, Koster!</p> <ul style="list-style-type: none"> - Gleich ein Abo? Manchmal ist das vorderer gar nicht zu erkennen! Frag bei den Erziehern nach und lies das Kleingedruckte, bevor du etwas herunterlädst. Soll ein Abo gekündigt werden, hast du es nicht zu Hilfe von den Erziehern! - Hastest du schon einmal einen „Ping“ erhalten? Es klingelt einmal und eine unbekannte Nummer ist auf dem Display. Ruf nicht zurück!! Solche Anrufe können teuer sein! - Kein Film mit Rembrandt? Es könnte ein besessener Chatter sein, der dich zu teuren Ringtones überreden will! - Telefonieren im unruhigen Ausland kann teuer werden! - Tipp: Mehr Infos zu Kostenfallen und Abzockerticks unter: www.chip.de/duo.de 	<p>Musik – einfach downloaden?</p> <ul style="list-style-type: none"> - Keine illegalen Downloads! Bei kostenloser Musik aus dem Netz herabzuladen ist oft um Rechtsfragen, die Frage (gelesen werden!) Such mit den Erziehern Sachen für günstige Musik! - Die Songs von deiner CD kannst du mit einem Programm aus Handy übertragen. <p>Weniger Handystrahlung!</p> <ul style="list-style-type: none"> - Halte das Handy erst aus Ohr, wenn es beim Anderen klingelt. Telefoniere nur bei gutem Empfang. Beim Verbindungsaufbau und beim schlechtem Empfang ist die Strahlung höher. - Telefoniere möglichst kurz! <p>Wahler: _____ (Datum, Unterschrift)</p>
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FACEBOOK: COMPARING ONLINE AND OFFLINE IDENTITY

FACEBOOK-GET YOU OR BECOME YOU?
- A self-directed learning project by
social work student ISABELL KASPERS

My expertise is defined by a protected, safe handling of the client with the subject of Facebook. My job is to discuss the security steps and update settings in time with the young people. Equally important is the discussion of, digital tracks ". My attitude is reflected through prevention and mediation of risks related to the digital world. A digital identity is created by its own Facebook profile. As it is set up and what measures and actions are important here I go with the client by (account and privacy settings).

SITUATION

I work in a small residential care of 4 young boys who all have a Facebook account and use every day. They are in an age from 14-17 years. Together with the client a Facebook account has been created in the age of 14 years. That's the allowed age of getting a Facebook profile. Security settings have been discussed. There are fixed times set for media regulations. My task is defined about being an attendant concerning the clients and their Facebook behaviour. While presenting their, new" web.2.0-identity in Facebook they have to pay attention of some principles. How much information they are allowed to publish? What's the sense of it? How much Facebook friends are, healthy"? They should not be lost in the media world. This process I would like to accompany and support preventative.

To better respond the opportunities and risks of Facebook use I will work on the competences:

- Social Media and mobile devices
- Target Groups

TASK

I want to create a poster with the comparing the, two" identities of my client, online and offline. A neighbour gives an objective opinion to the character of client. They don't know each other before, only from saying a distanced, Hi" outside. So the neighbour gets the chance to get to know the client on a more personal way than online while using Facebook. After this meeting we will compare the online and offline personality of client, with neighbour client and me, noticed on a poster.



ACTION

After presenting my project in my team and my area head, I decided to choose a seventeen year old boy, because he uses Facebook with the most and longest intense. There are three other young people (14-17 years old) live in the stationary youth welfare. The product is a poster with a comparison of the two identities. This product can also be applied to other clients. They also use Facebook and automatically develop a second identity. There are descriptions of this process. Names like, "Avatar", Web2.0, and "My second" identity describe this topic. For social worker this development requires professional work with the client. That means a close relationship to the client, concerning trust and reliability. The project aims to strengthen the client. They should reflect on their own behaviour in Facebook. I studied the „JIM-Studie (2014)" and following literature:

- My Avatar, My Self: Identity in Video Role-Playing Games (von Zach Waggoner)
- The Virtual Worlds Handbook: How to Use Second Life® and Other 3D Virtual Environment (von Elizabeth Hodge, Sharon Collins, Tracy Giordano)

After reading and explaining writing stuff I took a frame about the whole project. The frame was given by the poster of comparison the identities. It

became clear that the media world and the mobile devices gave an actual topic to discuss in team.

RESULT

The result of my action was positive. I would use the same patterns of behaviour in a different situation. The project and the approach can be applied to every client, who is a user of a social network. The basic requirement is a good relationship between the client and the social worker. Although the mindmap provides good evidence, but it is not up to date. A short film about two identities and life in Web2.0 would be more modern. The medial comparison has shown that a good reflection capacity of the client is a prerequisite for the success. Furthermore this project can be transferred on other groups in the youth welfare. So the sustainability is ensured. To proof the validity the sign of every participant is very important. Can Facebook provide a resource? This question is interesting for both the employees and the clients.



I will measure the quality of the product, based on five criteria: In the first step I am going to introduce the project in my team. So I will get a good overview of their opinion. My boss will give his opinion, too. I can remember whether I can make a contribution for the stationary youth welfare. In a second step I procedure is discussed with a selected clients, who knows the goal and emphasizes its importance. Only with its togetherness can start the project.

Sufficient:

- Time frame from September to April was enough
- Can transfer my knowledge to my clients and other target groups

Current:

- very currently, because of media development and the necessary of the world wide web and social networks

- Area Manager: “Why should we single daily interventions with children and make analyses of behaviour, if the current important confronts us daily?”

Validity:

- the policy is related to the unit “Social media and mobile devices” of the competence frame
- Supervisor says: “To see the opportunities and the possibilities of Facebook gives a new view of Facebook and the modern life today. We need to integrate these resources.”

Authentic:

- a project made by myself, the topic are the interests of the client
- moreover my project is a kind of prevention, concerning the behaviour with social medias

The books that have helped me were the following:

- My Avatar, My Self: Identity in Video Role-Playing Games (von Zach Waggoner) <http://www.mcfarlandbooks.com/book-2.php?id=978-0-7864-4109-9>
- The Virtual Worlds Handbook: How to Use Second Life® and Other 3D Virtual <http://www.jblearning.com/catalog/9780763777470/>

REFLECTION

On my learning process I look back positively. I’ve noticed that a good relationship working with the client is very important. Trust and reliability are important issues in this project. My client gave me the confidence that was important for this process. For me it was the first time that I have implemented such a project. The two themes are youth services and media in today's society is of great importance. They require a lot of interest and discussion by educators. With this knowledge, they can handle on their clients and act preventively.

I note that I have distributed a total of 75 out of 100 points for the project. I am happy with the result. I think it will be interesting to transfer this project on adults, parents or teachers. Everybody has an identity...or maybe two...or three?!?

CONTACT

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SAVE YOUR FACE

A self-directed learning project by social work student LINA KANIA

Via the YOWOMO2.0 training scenario I dealt with the importance of social media and its risks, paramountly at my workplace. Therefore I developed a plan that supports me to involve new competences concerning “Social media and mobile devices”. During the project I taught myself how to handle Facebook and how to safe me and my personal data. Also I developed a policy for clients, parents and professionals that shows how they can handle social media in a safe way.

SITUATION

I’m working in an ambulant child and youth welfare service. In that context I’m helping people to organize themselves and their children’s life with their own competences and facilities. In my work different issues are more often a topic of conversation than others. Mostly it deals with individual problems but there was an observable trend that parents and young people have a naïve handling concerning the internet, social media and mobile devices.

Also for me it was a long time a topic which I tried to avoid because it didn’t seem that necessary to me. But because of conversations with clients about bullying in the internet, sexting, and various flirt and dating apps it became more and more important for me to deal with social media. Especially Facebook is a platform where my clients communicate, post their activities or talk and solve publicly their quarrels with others. Also most of the parents and colleagues didn’t know how to handle this medium and the out coming problems. Because of that it became my goal to learn something about the competence “Social media and mobile devices” and indirectly “target groups” to understand their behaviour and the importance of the internet and social media. While watching the competence profile the possession of the following criteria became necessary to me:

Knowledge

- the power/impact of connection with social media with young people to collaboration and involvement
- different approaches to empower young people to use mobile devices and social media
- the netiquette and its effect on virtual community
- the features of social media, mobile devices
- different ways to install/uninstall (social media) applications on different mobile devices
- criteria of effective use of social media applications on mobile devices
- potential risks of active use and how to avoid them (i.e. cyberbullying, big data)
- crucial security settings of social media and mobile devices

Skills

- use technology interactively by understanding its nature and reflecting on its potential
- use social media and mobile device applications creatively and effectively
- maintain social media and mobile devices on a basic level
- manage risks (e.g. security settings)
- communicate clearly and listen to ensure understanding apply the knowledge of different types of information in different situations and contexts

Attitude

- realises that technical changes ask for forward thinking and constant adoption is solution and process focused
- feels responsible to transfer his knowledge to young people
- curious with the development of social media and mobile devices and incorporate them into his professional performance is solution and process focused
- observes his/her own boundaries in the handling of social media and mobile devices
- considers privacy and security as a crucial value
- shows a critical and reflective attitude towards available information
- is assertive to the criticism of colleagues and other staff
- is willing to and anticipates to resolve questions or issues raised by clients and colleagues
- thinks that technology is useful and adds value to youth work

TASK

It became my task to deal with Facebook and to develop a policy for clients, parents and professionals.

ACTION

As you read before I created the goal to become acquainted with Facebook. Therefore I had in October 2014 a meeting with the pedagogical head of my organization. In that I got the permission to realize my project and to develop a policy for a safe use with Facebook. After the conversation I created my own account. This was important to me because I wanted to figure out on my own how Facebook works and where attention should be paid to.

Furthermore I talked to my colleagues to figure out their point of view about Facebook. The result was that most of them doesn't use it and even are not informed about the (safe) use. After informing myself and collecting information I started to write the policy. Therefore I used different policies written by www.clicksafe.de (2015). Then in December I planned how to publish the policy. Therefore I had a meeting with the IT-staff of my organization. During that meeting we decided to publish it on the website of our organization. So everybody gets the chance to look up the information and to use the policy.

The next step was to finish the policy for children/ teenager, parents and pedagogues. After that the contents got published (https://www.lwl.org/LWL/Jugend/lwl_jugendhilfe_marl/projekte/1418988615). And colleagues got informed about the new offer. The most important aspect was to create a low-threshold offer for the wide-ranging target group.

The product became online policy. It fulfils the following requirements:

- It was developed by and with the organization
- It is easy to use and in a easy to understand speech
- It is useable for clients, colleagues and the community
- It got proofed in the practical work and team sessions.
- It is transferable to other organizations.

RESULT

Valid

Task skills: During the process of building and use the product became a standardized instrument which helps to deal with demands of practical work. In order to that I dealt with the following checklist (<http://pluralog.de/sonst/E-Book-Social-Media-Policy-fuer-NPOs.pdf>). It gives information about a qualitatively development of a policy which I'm going to sum up now.

In a common process with my boss, my team and the IT- stuff we figured out which social media are important to us and to our clients. After that we decided to choose the media Facebook. After that decision I was thinking about what I want to reach with the policy and for whom it should be. I opt for professionals, parents and children. Because of that large target group the policy got published online. Because of the fast moving character it is necessary to proof the policy regularly.

Task management skills: There were different tasks like: investigations of information, building the policy, communication with the IT- staff and the colleagues, making agreements with the organization, presenting the result, coaching clients and colleagues.

Contingency management skills: The project and the product initiate different thinking and acting processes that helped to stop the routine activities. The knowledge of the employees concerning social media got more professional and they realized a use for their work. The policy and conversations about the topic helps them to handle the topic in their practical work.

The outcome is a policy that fulfils the requisitions of the job because it got developed in a common process by colleagues and clients. But the most important outcome is the personal development. The project helped me to be a better professional and to gain new competencies.

Sufficient:

The durance of the project was over a specific period. It started in September and got finished in May. That space of time was sufficient to develop myself and my organization. That time was an intensive appropriation of learning new competencies about "Social Media & Mobile devices". Because of a self-directed learning I didn't choose all competences from the frame of the competence. But I reached most of the competences on producing level. The result of the process is an adequate knowledge about social

media and mobile devices, which I can use in my practical work.

Current:

The project fits into my work. It is up-to-date and helped to develop a standard. Furthermore it made the staff more aware to pay attention to that topic and to realize that they are responsible for the internet handling of their clients. Social Media is a fast moving medium that forces the pedagogical staff to deal with new trends and freshest apps like Tinder, Snapchat or Lavoo. It is our job to take care of our clients and to protect them.

Authentic:

The project is authentic because it mostly helped me to develop myself. As I told in the beginning I tried to avoid social media a long period of time. The reason was my own ethical codex. But after reflecting it I realized that I'm not only responsible for myself. I have different roles in that I have to fulfil different demands. One of them is my professional role. Here I have to guide and to support human beings on their way of life. But that is only possible if I have an interest for them and their lifestyles. The internet and mobile devices are an important zone where people get in contact and try to find friends, acceptance and their own identity that often got influenced by online and medial impressions. Therefore I need the learned competences that I developed in an autonomous and self-directed process.

REFLECTION

Now after reflecting the project I'm going to judge the process. Therefore I'm going to compare the competence frame, the policy and my development. To value the outcomes I'm using a credit point system. In total there are 100 points, for each segment 25. Because of the principle of self-directed learning I didn't choose all competences of the unit social media and mobile devices.

Valid:	20/25
Sufficient:	20/25
Current:	20/25
Authentic:	25/25
Total:	85/100

In total the project has 85 of 100 points. The strength of the project is that I learned a lot about social media and mobile devices. This makes the

project very authentic and special for my development. I enlarged my knowledge, skills and attitude and all criteria that I described in the beginning are reached. Of course it will be always a process and learning about social media never stops but I started to be aware of it.

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INTERAKTIVE PARENTS EVENING

A self-directed learning project by
social work student SARAH
KRIMPMANN

Because of the media change, the parents should get an possibility to make first hand experience with mobile devices at an interactive parents evening.

SITUATION

I currently work in a private institution that offers pupil care. The owner is a gGmbH which mainly has daycare center character. There are kids from 6 to 10 years visiting the care center. Especially at the pupil care institution, children of doctors, lawyers or teachers compete with their electronic devices. Those kids own all kinds of electronic media already at the first grade. Further it seems that they can handle those media well. I am concerned with the question "What kinds of safety standards are required?". How to guide parents and the children to the devices and how do I present the parents the technical knowledge, which they and their children require to use the equipment safely and appropriate for their age?

Because of that I'm handling with the competences:

- Social media and mobile devices
- Target group
- Ethical issues

Competencies:

- Make aware of the technological change
- reach various stakeholders and involve them in the work
- discuss ethical problems with children, parents and professionals
- Safety Skills regarding mobile phones
- Seek opportunities of an additional profession, which is to provide assistance.
- Clarify own needs (Get aware of the own deficits)

TASK

The task is to plan a parents' evening, which forces the parents to deal with their kids media in a sensible manner, so they can do first-hand experience.

ACTION

I sought additional information about the possible process of such a parents' evening. For this purpose, I will use different Internet sources like:

- KIM- Study <http://www.mpfs.de/index.php?id=10>
- Mini KIM-Study <http://www.mpfs.de/index.php?id=660>
- Mobile Social Work <https://mobilesocialwork.wordpress.com/category/security/>
- Medienkompetenz und Medienbildung http://www.ajs-bw.de/media/files/ajs-info/ausgaben_altbis05/aufenanger.pdf
- Internet- ABC <http://www.internet-abc.de/eltern/>

I created a possible framework for the interactive parents' evening
I contacted a media educator. With him I clarified open questions at first.

RESULT

The result of the project is a parents' evening, which forces the parents to deal with their kids media in a sensible manner.

Already with the invitation to the parents' evening, parents receive the name of the required App which should be downloaded already at home. At the beginning of the parents' evening parents in attendance will be warmly welcomed and the demand retrieval will be started. Then, parents are asked for experiences, questions and to test the app. The responses to the games and the behaviors of parents are collected. The results are now being transferred to the children (with respect to the time limit, sense of the game, supervision...)

Theoretical Background about the mini KIM- Studie and relative to their own questions and experiences.

Questions and experiences are discussed together and a possible framework for the use will be constructed.



Validity

- The product will take place at the facility. Therefore there was a regarding the project.
- The arrangement of the project was subject to a main responsible person in the institution
- Collaboration / interaction with a media educator concerning the structure and backgrounds took place
- Tasks such as : research, brainstorming , exchange (speaker and employees) , planning and development of the concept ...
- The planning was in addition to the regular working hours and privately held (shortage of employees and disease cases considered)
- The product complies with the philosophy of the institution, which offers annual parents' evenings on specific topics.
- The product offers the possibility of repetition.
- Also, external organisations and internal organisations are invited to the parents' evening.

Sufficient:

The time frame was difficult to maintain due to my job change and the subsequent conditions. The

phase of the invitations had to be taken into account with a minimum of 3 weeks.

- At the research I have dealt with the skills mentioned above.
- The planning and collaboration with the instructor has given me the background and methodological backgrounds.

current:

The subject is very up to date regarding the practical background. Further due to the media change it is a cultural issue, too. Since the organisation itself does not provide any media education, the parents' evening is an opportunity to give parents support and useful advices.

Authentic :

- The project idea was developed by myself
- It represents the interests of different persons (Mine, The organisations' (through education), parents')
- The parents test themselves. Therefore, they can speak from personal experience which is authentic.

REFLECTION

At this stage, the project is finished. The notices and invitations hung in over seven facilities for one whole week but no one registered. One possibility why the parents evening potentially was not come into being could be that the space of time was too short for the notices and invitations. Also the point that the parents have to pay five euros to take part at the parents evening could be another reason.

Overall the interest of the parents is existing because parents wanted to get information about the evening and the educator. Also the idea of the project was developed by myself and it gives the chance to create first hand experiences. In the time of development especially with the educator I suffered a lot about settings of parent's evenings or presentations in general. At the same time I got a lot of interesting opinions because of exchange with the team members.

CONTACT

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REPRESENTING SOCIAL SCHOOL WORK AND COUNSELING THROUGH A WEBSITE

A self-directed learning project by
social work student ANGELA RAABE

For the YoWoMo project I wanted to create a homepage that provided necessary information for both students and parents who may need help, who are searching for information or maybe want to contact one of the professionals.

SITUATION

I'm an intern in social school work at the "Oberschule Schüttorf". An "Oberschule" is a school where the students are not separated into different classes by capability like in other school forms. The "Oberschule" starts in grade 5 and ends in grade 10, so the students are 10 to 17 years old. The school has two guidance counsellors, i.e. teachers who have an additional training in counseling.

I decided to work on the competence "representing the organisation" by creating a homepage. In the process of creating it I had to work on the following knowledge, skills and attitude:

Knowledge:

- functionality of the homepage provider
- relevant laws
- ethical problems concerning youth work and social media
- current studies about usage patterns of children and youths regarding social media

Skills:

- choosing the best way of online communication based on research as well as the needs of the target groups
- explaining and representing the chosen way of online communication to the school administration, teachers, parents and teachers
- update and revise the content on a regular basis

Attitude:

- accept online communication as an important need of the target group (=young people) and therefore not dismiss it as less valuable than offline communication
- being able to accept ethical dilemmas about social media (ambiguity tolerance)
- being able to accept different approaches to online communication among the teaching staff
- playing an active role in online communication

TASK

I wanted to create a website especially for social school work and counseling at our school. We do have a website for the school (www.oberschule-schuetdorf.de), but there were several problems with this website. So I decided to create a homepage that should meet the following criteria:

- Easy to understand, easy to use (no HTML or CSS required)
- provide all necessary information for the target groups (students and parents)
- linked on the school homepage

ACTION

After some consideration I decided to use the provider "webnode": I set up the homepage ([Link](#)) and wrote the content. While doing so I talked to my co-workers about the content that should be available on the homepage.

While I was working on the homepage and nearly done, the school administration decided to take on several different topics that the school needs to work on. One of these topics was/is the homepage. The teaching staff was divided into different groups to work on these topics. One of the groups worked on the homepage, while I was part of the group working on social learning. The group working on the homepage used Wordpress for the homepage, so it was possible for me to get my own

access to the homepage's administration site. There was no need for a separate homepage anymore, so I integrated most of the content that I wrote into the new homepage. Furthermore, we are now able to publish our own blog posts on the main site of the homepage. We even created a category for our posts so we'll be able to link specifically to this category.

RESULT

The following picture shows the side map of the homepage I created first.



Now that there's a [new homepage](#), there is a separate section for Social School Work and Counseling:



Valid

The homepage is a valid evidence. It relates to the competence "representing the organisation", though it left out the parts about the policy. It's also possible to refer to the four dimensions of competency:

Task skills: I worked on the homepage from a professional point of view, keeping my clients and their need regarding a homepage in mind.

Task management skills (variables): I managed more than one task at a time. I had to talk about the homepage with my co-workers while looking for a suitable provider. At the same time, I had to have my eye on the competence to make sure I stayed on track with it.

Contingency management skills: By creating a homepage that is easy to operate even for inexperienced people, I broke down the routine of the homepage that can be operated by experienced users only.

Job/role environment skills (outcomes): As a professional social worker, I am expected to communicate with my clients in a professional, appropriate and yet "true-to-life" way. Therefore it's my responsibility to find a way to do so. The homepage is one part of this.

Sufficient

Unfortunately, the evidence does not cover the full range of performance identified in the unit of competency. It left out the parts about the policy, since, as stated above, there'd be no use in this policy. But it showed competence over a period of time, since I worked on the project for several months. Though the website was only created to make information of social school work and counselling available to the target groups, it might be the first step to create a school homepage that's more suitable for what the school needs from a homepage.

Current

I created the homepage during my internship, so both the internship and the process of creating overlapped and I performed the competence while working.

Before creating the homepage, I read different resources about how to properly use social media so I could incorporate the different aspects. The big problem was that I had to use a free service because I couldn't get a budget for the homepage. So the possibilities of meeting the relevant standards were very limited.

Unfortunately, it's not quite possible to make the website interactive or 2.0 at the moment since I'm very busy with my bachelor thesis and my co-workers don't have the skills to work with the homepage. They are very afraid to mess something up. If students or parents want to contact us through the homepage, they can fill in a form and an e-mail will be sent to my e-mail account so I can respond.

Authentic

The homepage is definitely a product of my own work, though I have to say that it wasn't really a challenge for me to create that homepage, mainly because it wasn't the first homepage I worked on. It was different though because I had to create the homepage from scratch and it was a lot more work than to just remodel an existing homepage.

REFLECTION

I think working on the homepage wasn't quite as successful as I thought it would be. Due to the changed circumstances I wasn't able to publish a full functioning homepage. Gladly I could still publish the content on the new homepage.

CONTACT

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SUPPORTING YOUNG PEOPLE USING SOCIAL MEDIA IN A SAFE WAY

A self-directed learning project by
social work student STEFANIE
FOGINSKI

Creating an own YouTube-Channel without making
mistakes regarding legally aspects

SITUATION

I am working in an ambulant child and youth
welfare. There my task is to visit four young people
in the afternoon two times a week and work with
them mainly on school exercises. Often there are
also personal topics which we talk about.

In April 2015 I met a young boy who is extensively
using computer games and consoles seeking for
contacts to YouTubers which are committed to the
same passion. Now he wants to create his own
YouTube-Channel without having the knowledge
about the YouTube guidelines & skills to do so. His
aim is to become as famous as his idols - not
knowing that apart from skills & knowledge a
certain attitude is essential for success.

During the project I want to work on the following
competence and its bodies:
Dysfunctional behaviour: to manage dysfunctional
use of social media.

Bodies of Knowledge:

- Knowing the relevant laws that have an impact
on dysfunctional use of social media.

Bodies of Skills:

- Seeing and encouraging the skills that young
people already have.

- Providing step by step assistance to young
people for safe use of mobile devices.
- Reacting and Setting boundaries.

Bodies of Attitude:

- Feeling responsible to decrease dysfunctional
behaviour in my area of control and influence.
-

TASK

Mainly I want to support my client while creating
his own YouTube-Channel. He doesn't know the
guidelines of YouTube, what he is allowed to
upload on his channel or what could happen if he
violates the [policy and safety regulations](#).

ACTION

My project is still in progress.

First I've studied the [JIM-study 2014](#) which said
that teens use YouTube the most during surfing in
the internet. So YouTube is a very popular topic for
young people nowadays. For the project with my
client I've learned until now about the policy and
safety regulations of YouTube and what could
happen if you violate the data protection and the
copyright. During working on the project I pass my
new knowledge on my client.

I've also read a lot about the modern "YouTubers"
and what makes them important for the youth.

RESULT

Like I said before my project is still in progress.

At this moment I can say that the project is current
because like you could see in the JIM-study before
many young people use YouTube. Further my
client didn't know about the policy and safety
regulations so that I could pass it to him.

The project is valid because of showing my client a
safety and normal handling with mobile devices.

It is also authentic because I created a situation
where the interests of my client come together
with learning about it in view of preventing him of
dysfunctional behaviour while making his own
YouTube-Channel.

I've started working at this project two month ago
that's why I can't say that the project is already

sufficient. I already could transfer my new knowledge about violating rights or the policy and safety regulations to my client but we haven't finished his own YouTube-Channel completely.

REFLECTION

Not applicable.

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