

Introduction to the course

Community work as method
How do we do fieldwork?
Collaboration and insight - Conflict management
LOCUS - a European collaborative project

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WHAT WE DO NOT UNDERSTAND MAKES US WISER, IT TEMPTS OUR THIRST FOR KNOWLEDGE AND FORCES US TO IMMERSE OURSELVES

THE AUTHOR BERGLJOT HOBÆK HAFF

Summary Statement

- Get together in small groups of three. One takes a non-knowing position and asks:
- What do you learn in the social work programme?
 -
- What kind of knowledge have you acquired so far in your studies?
- Which skills would you highlight as particularly important?



Learning outcome

Knowledge

-
- has broad knowledge of the connections between philosophy of science, theory, and research method.
- has knowledge of scientific theoretical positions and knowledge development in social work.
- has knowledge of social science methods and their possibilities and limitations.
- can update themselves on research and development work relevant to social work, nationally and internationally.



Learning outcome

Skills

-
- can collect, assess and summarize relevant research and professional development work within a self-chosen topic in social work, as well as present this orally and in writing.
- can carry out a limited survey with data collection and analysis.
- can reflect on the possibilities and limitations of different research methods.
- can reflect on the relationship between theory and practice in knowledge development

General competence

-
- has insight into professional ethics and research ethics issues in work with knowledge development.
- can reflect on how research and development work can contribute to new thinking and innovation in the services.



Course content



WHAT IS
KNOWLEDGE AS
DISTINCT FROM
MYTHS,
ANECDOTES AND
BELIEFS?



HOW KNOWLEDGE
IS DEVELOPED AND
DISSEMINATED



PHILOSOPHY OF
SCIENCE AND
SOCIAL SCIENCE
METHODS



FIELDWORK IN
THREE
DISTRICTS IN
OSLO

Fieldwork in three districts

- Bjerke, Grünerløkka and Søndre Nordstrand
6 -7 groups in each district
- Preliminary work – simple statistical analyses based on aggregated district data
- Questionnaire survey
- Qualitative interviews with citizens you meet
- (Participatory) observation in the districts



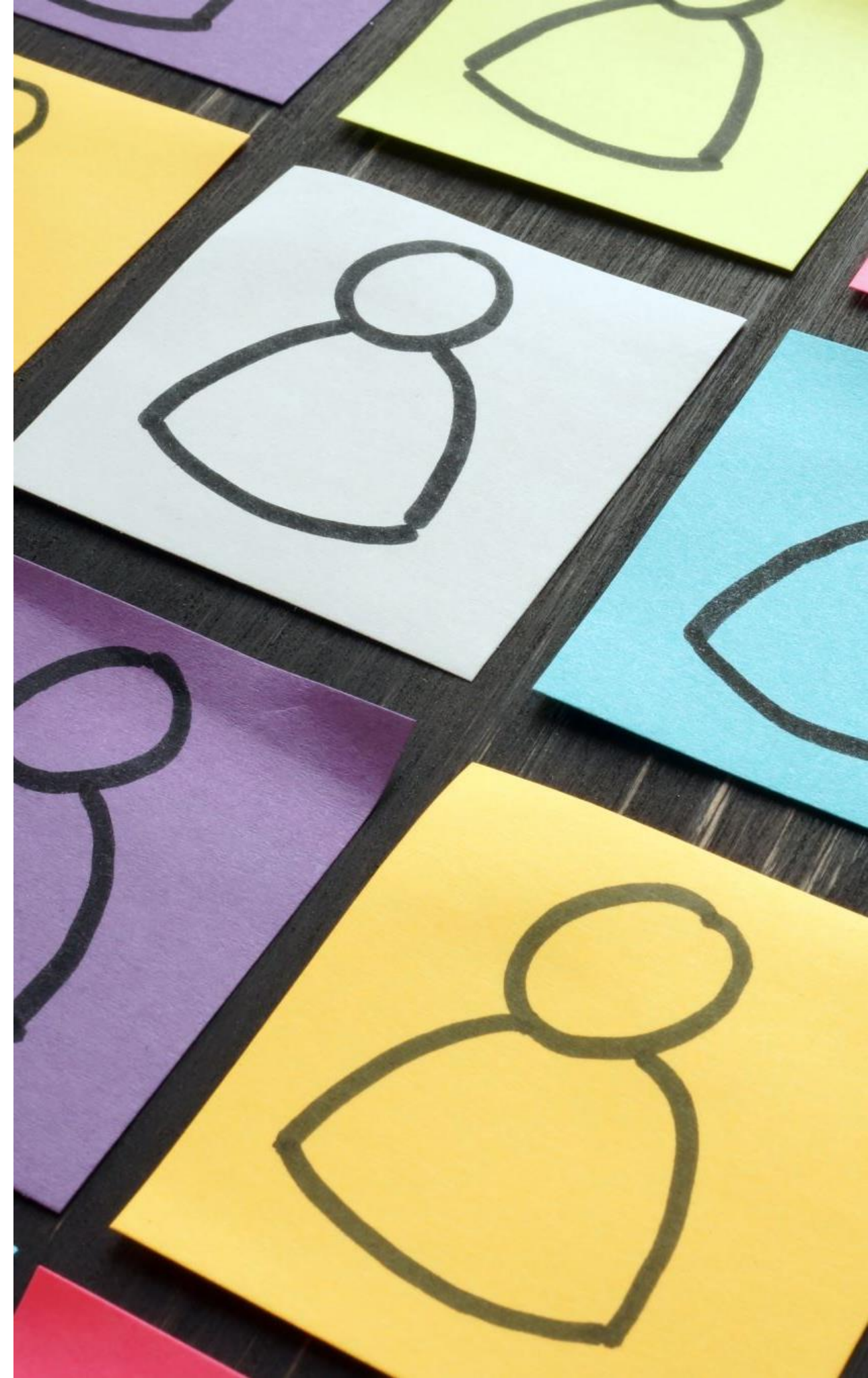
Community work as theory and method in social work

- Individual and social orientation in social work
- Historical trends – similarities with action research
- Grassroots community work
- Community action
- Local development work (community development)
- Community organisation
- Social planning



Community work as a project (short lifespan – more or less stated goals)

- Preparation
- Mapping
- Outreach
- Mobilization and organization
- Action/implementation
- Dissemination and continuation



Project-based group work

- What we do when we produce knowledge (the academic activity)
- What happens to ourselves and others when we produce knowledge (group processes and learning in groups)

**SELFDETERMINATION
AND RESPONSIBILITY**



Cooperation and conflict management

- How can I contribute to the group?
- Being open, curious and inquisitive
- Attentive presence, active listening, I-message
- Pre-understanding and critical exploration
- Self-awareness and self-knowledge
- Differences may bring the process forward



Example of conflict triggers

- One member of the group dominates the others
 - takes over the project
- Free riders who don't do the tasks
- Having completely different expectations of what you want to achieve
- Having completely different requirements for the quality of the work



Group contract

- Meeting times
- Absence and duty to report
- Breaks and rules for presence
- Check-in and check-out
- Secretary of the day
- Communication and conflict management
- Expectations and loyalty



“Labs of Contextualized Social Work”

Erasmus+ project
2022-225

Amsterdam, Antwerp,
Madrid, Tallinn, Oslo



Motivation

- How can social workers gain a good understanding of the experiences, needs and preferences of urban residents?
- How can they involve these citizens and their knowledge in more collaborative and more inclusive ways?
- How do we prepare our social work students to contribute to social inclusion and community building in 21st century European cities?



Objectives

- LOCUS want to strengthen the focus on urban neighborhoods and the lifeworld perspective of residents in social work education, practice, research and policy. We collaborate with field partners to produce robust and relevant knowledge about the life world perspectives of residents, that can be used by service providers for community building and discussions about desirable futures for the neighborhood.
- By doing this LOCUS aims to provide a small, yet not insignificant impetus for more democratic knowledge production and inclusive urban governance in neighborhoods of European cities that face various societal challenges.



Working professionally with social problems

The social worker in the situation – both the person and society

- We assist individuals, families or groups in preventing, reducing and coping social and health problems (Regulations on National Guidelines for Social Work Education 2019)

An international profession with roots in a philanthropic, academic and professional political tradition

Working to release individuals and groups from distress and oppression, while operating on behalf of the state and society to maintain a social order

