

Workshop

The associate degree project as a culminating experience in social and agogic programs: two practical examples.

Chain 5 - Zagreb
November 2024

Intro

Associate degree Orthopedagogical Guidance Associate degree Social work

Sophie: teamleader ad Orthopedagogical Guidance

Howest University College, Brugge, Belgium

± 315 Students

Started september 2019

Associate degree project (7 ECTS)

Evelyne: quality assurance officer socio-agogical sciences + lecturer ad Social Work

Howest University College, Brugge, Belgium

±160 Students

Started february 2021

Associate degree project – part of Internship (18 ECTS)

Icebreaker

t

howest hogeschool

Hoe deelnemen?



1 Ga naar wooclap.com

2 Voer de code van het evenement in de bovenste banner in

Evenementcode **BGYGXB**

Antwoorden per sms inschakelen

Deelnamelink kopiëren

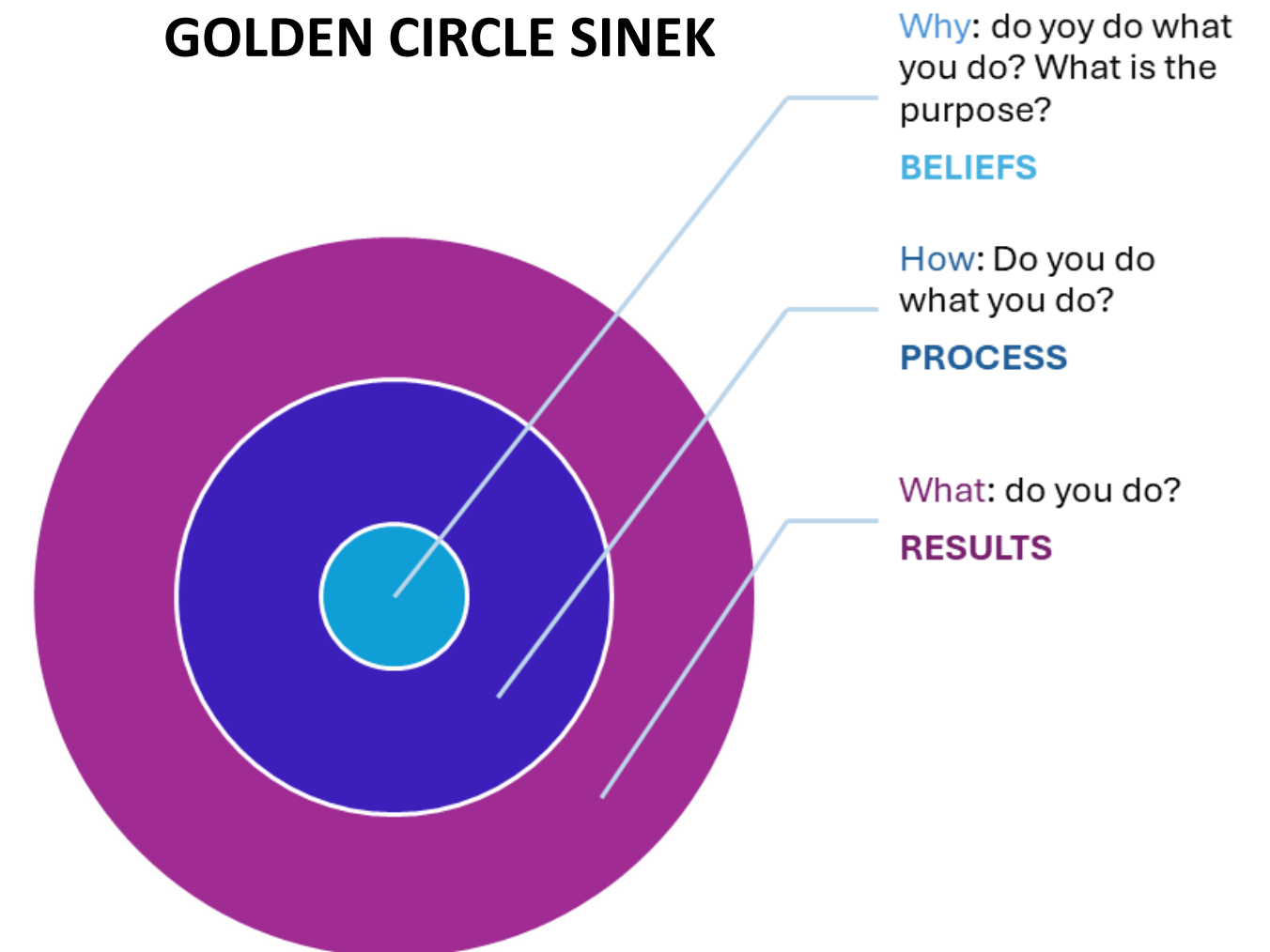
Workshop – Golden Circle (Sinek)

Why : story of a young concept, ‘as is’, but we would like to discuss

How:

- Some ‘results’ from the graduation project
- A number of statements for discussion
- Some input about the ADP as is

What: both programmes have a associate degree project as culmination of the research skills curriculum.





Product presentation



Title “*Challenges in applying the child reflex*”

Objective: difficulty of applying the child reflex

Process: the problem was viewed from different perspectives and discussed with various stakeholders; interesting literature sources

Didn't use every chance for interim feedback

Product

- Interesting report
- Organising training sessions

Evaluation:

- Organisation satisfied, reluctance among helpers to address the child reflex was made ‘discussable’



Product presentation



Title: “*Getting started in Ostend for newcomers*”

Objective: Creating a guide for newcomers in Ostend.

Process:

- did not engage with interim feedback
- only one interview
- literature: no relevant sources

Product:

- No original photo
- His reflection was absolutely not critical.

Evaluation:

- not well thought about his product and consequently little chance of success (language, distribution)



Product presentation

Title: Take a look inside MJ's leisure closet!

Objective: Focus on meaningful day activities

Process:

- Hard work → Self-made costume, but lacks step-by-step plan

Product:

- Personalized
- Not sustainable

Evaluation:

- Client and context satisfied; internship happy,
- but training program lacks investigative skill development





Product presentation



Title: Connection in Loss - Comfort Rituals

Objective: The use of comfort rituals and symbols in the grieving process for people with intellectual disabilities.

Process:

- Visited existing initiatives
- Used good literature sources
- Involved all stakeholders in a participatory manner

Product:

- Developed a game with conversation and activity cards
- Created a dedicated space for comfort

Evaluation:

- Development and application of research skills
- Creation of a sustainable product



Discussion tables with propositions

Discussion Guidelines:

- **Four Statements:** Share your opinions.
- **Agree or Disagree:** Explain your reasoning. You are welcome to add your own experiences.
- **Group Size:** 3 people.
- **Time:** 10 minutes per statement.

Proposition 1: The **ad project** is the ideal way to measure the student's **individual** research skills at the **integration** level. (why)



	Arguments
Agree	
Disagree	

Want to talk about this further? Contact us evolve@reporter@howest.be and leave your contact details here!

Proposition 1: The **ad project** is the ideal way to measure the student's **individual** research skills at the **integration** level. (why)










Proposition 2: Teaching research skills at level 5 is not done by incorporating **specific educational components** focused on research, but rather these skills are **embedded** within the content of multiple diverse courses. (how)

Proposition 3: The primary goal of a project on a level 5 is mainly to develop something **sustainable**, rather than something **innovative**. (what)

Proposition 4: **Evaluation** is for the teaching team, the role of the professional field is to provide **input and guide** the student. (how)

Associate degree project Social Work



JAAR 1		JAAR 2	
SEMESTER 1	SEMESTER 2	SEMESTER 3	SEMESTER 4
Werkveldverkenning (6 SP) 	Inleefstage – partim Stage (8 SP)	MW@work 1 – partim Blokstage 1 (12 SP)	MW@work 2 – partim Blokstage 2 (15 SP) Associate degree project
Reflectie en veerkracht 1 (3 SP) 			
Sociale en creatieve vaardigheden (3 SP)	Inleefstage – partim Reflectie en veerkracht 2 (3 SP) 		
Mens en samenleving: psychologie (3 SP)	Inleiding ethisch en deontologisch handelen (3 SP)	MW@work 1 – partim Reflectie en veerkracht 3 (3 SP) 	
Identiteit van het maatschappelijk werk (3 SP)	Actuele uitdagingen (6 SP) 	Casusgestuurd leren (6 SP) 	MW@work 2 – partim Reflectie en veerkracht 4 (3 SP) 
Sociale zekerheidsrecht (3 SP)			Toeassingen ethisch en deontologisch handelen (3 SP)
Communicatie (4 SP)	Mens en samenleving: sociologie (3 SP)	Toeassingen recht (3 SP)	Coachen en bemiddelende vaardigheden (4 SP)
	Gespreksvoering (3 SP)	Digitaal samenleven (3 SP)	Organisatieleer (5 SP)
Methodisch handelen 1 (5 SP)	Methodisch handelen 2 (4 SP)	Rapporteren (3 SP)	

Programma onder voorbehoud

MW@work 2 = Final assessment (18ECTS)

- Internship (with ADP 20%)
- Reflection & Resilience

 Research skills

STEPSPLAN

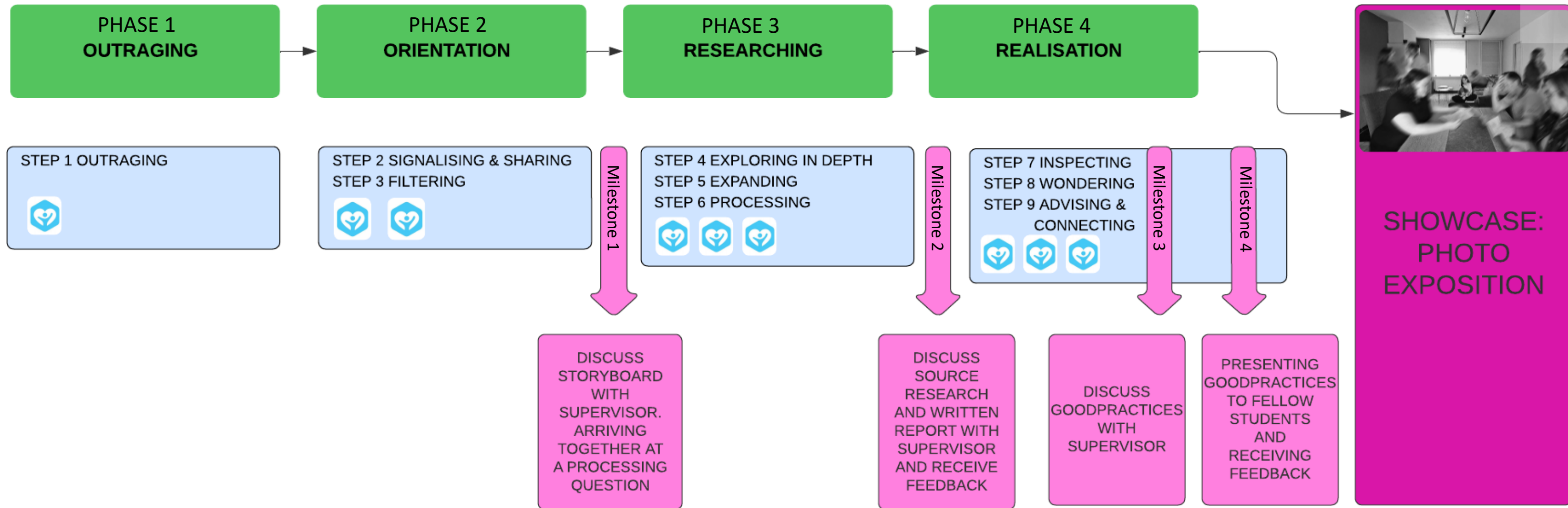




Photo exposition – talking with experts



Associate Degree Orthopedagogical Guidance

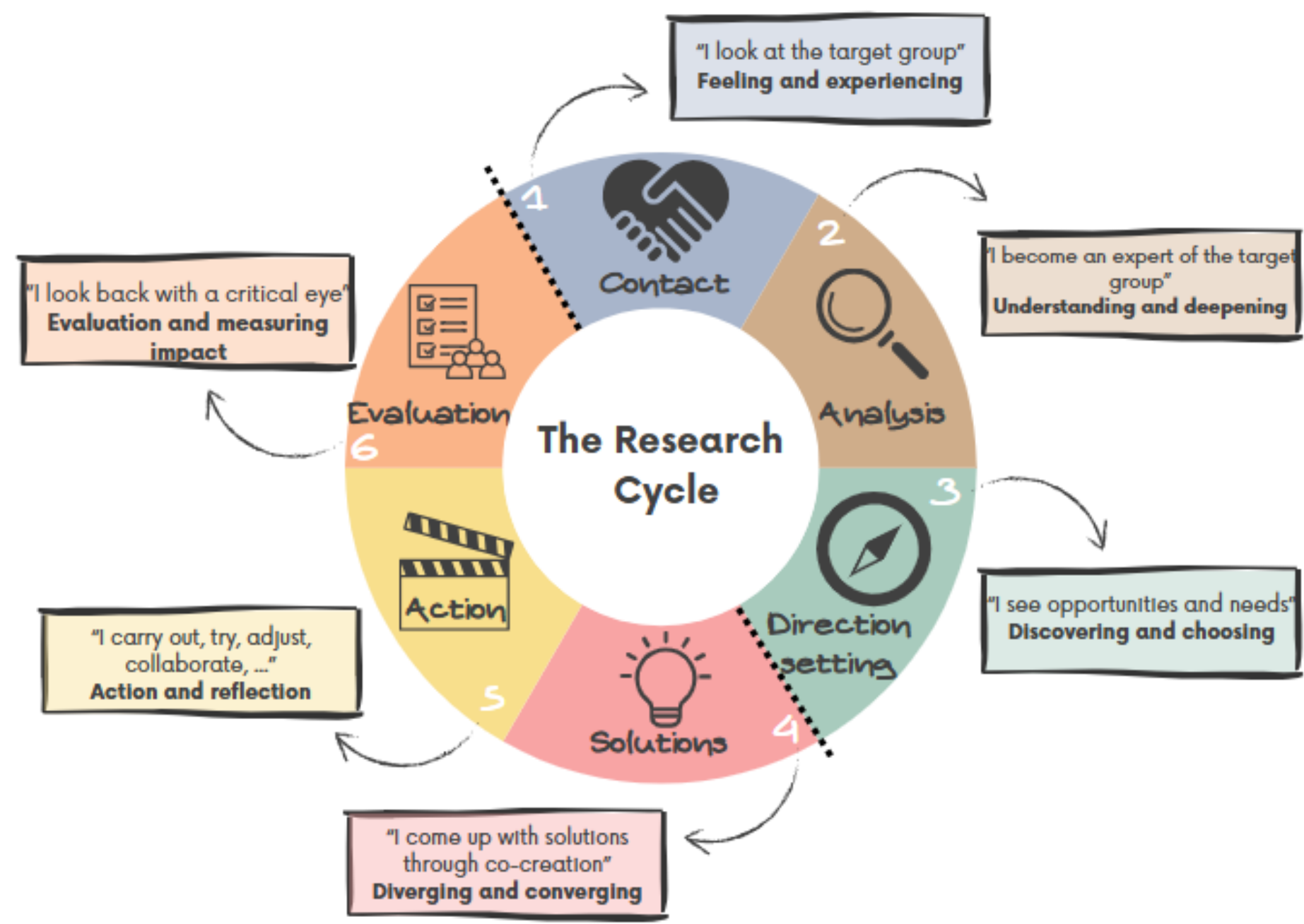
SEMESTER 1	SEMESTER 2	SEMESTER 3	SEMESTER 4
Biopsychosociale basis van gedrag (4 SP)	Doelgroepen 1 (6 SP)	Doelgroepen 2 (3 SP)	Orthopedagogisch Werken 4.2 (7 SP)
Maatschappij en werkveldverkenning (3 SP)		Juridische kaders en deontologisch werken (4 SP)	
Orthopedagogisch werken 1 (6 SP)	Orthopedagogisch werken 3 (5 SP)	Werken met (digitale) tools (3 SP)	
Orthopedagogisch werken 2 (4 SP)	Veilig orthopedagogisch werken (3 SP)	Werken met netwerken (3 SP)	Interprofessioneel samenwerken (3 SP)
Observeren en communiceren (6 SP)	Werken met groepen (3 SP)	Orthopedagogisch Werken 4.1 (3 SP)	Ortho@work 4 (18 SP) • Stage 4 • Reflectie en veerkracht 4
Ortho@work 1 (7 SP) • Stage 1 • Reflectie en veerkracht 1	Divers-sensitief werken (3 SP)	Ortho@work 3 (16 SP) • Stage 3 • Reflectie en veerkracht 3	
	Ortho@work 2 (10 SP) • Stage 2 • Reflectie en veerkracht 2		

Associate Degree Project

ADP= INTEGRATION TEST
Focus : development personal research skills



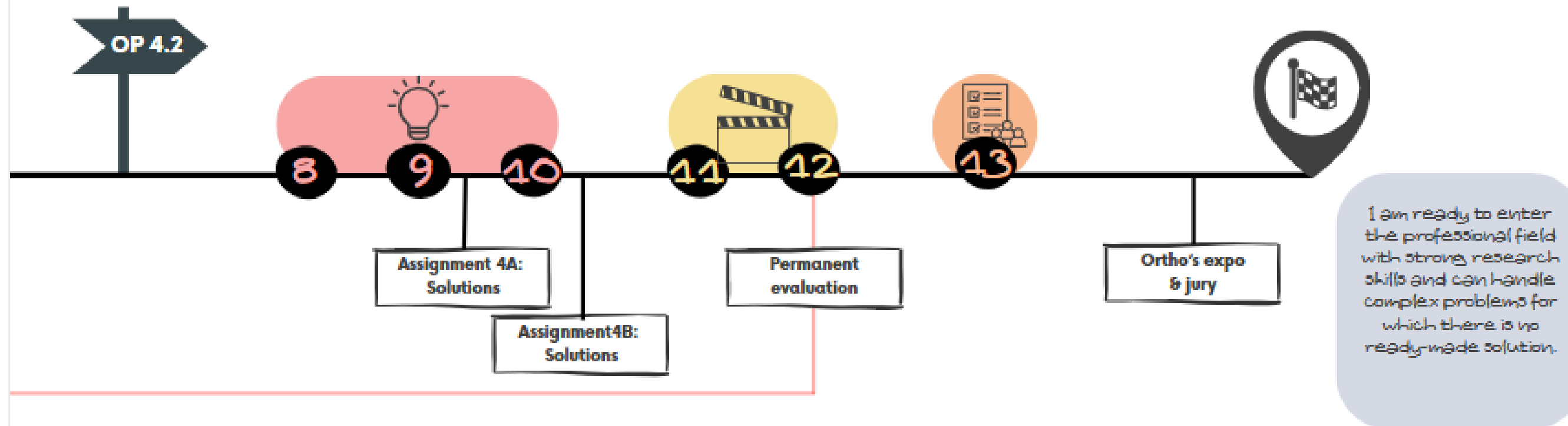
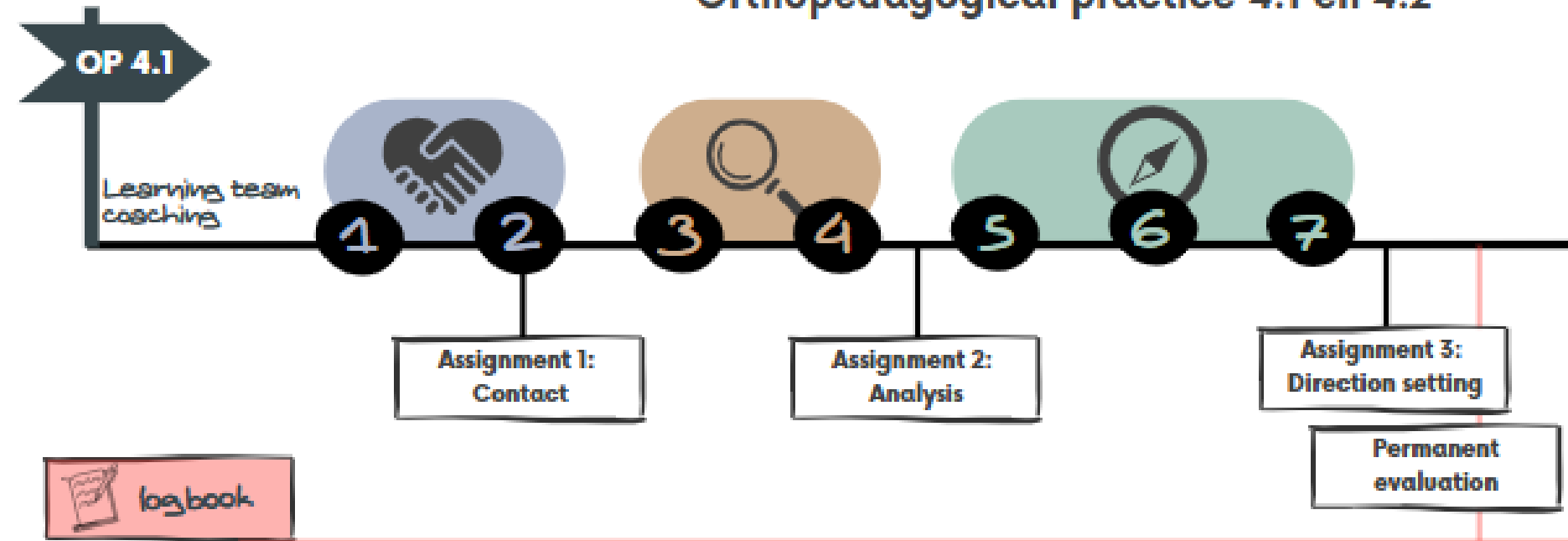
The research cycle





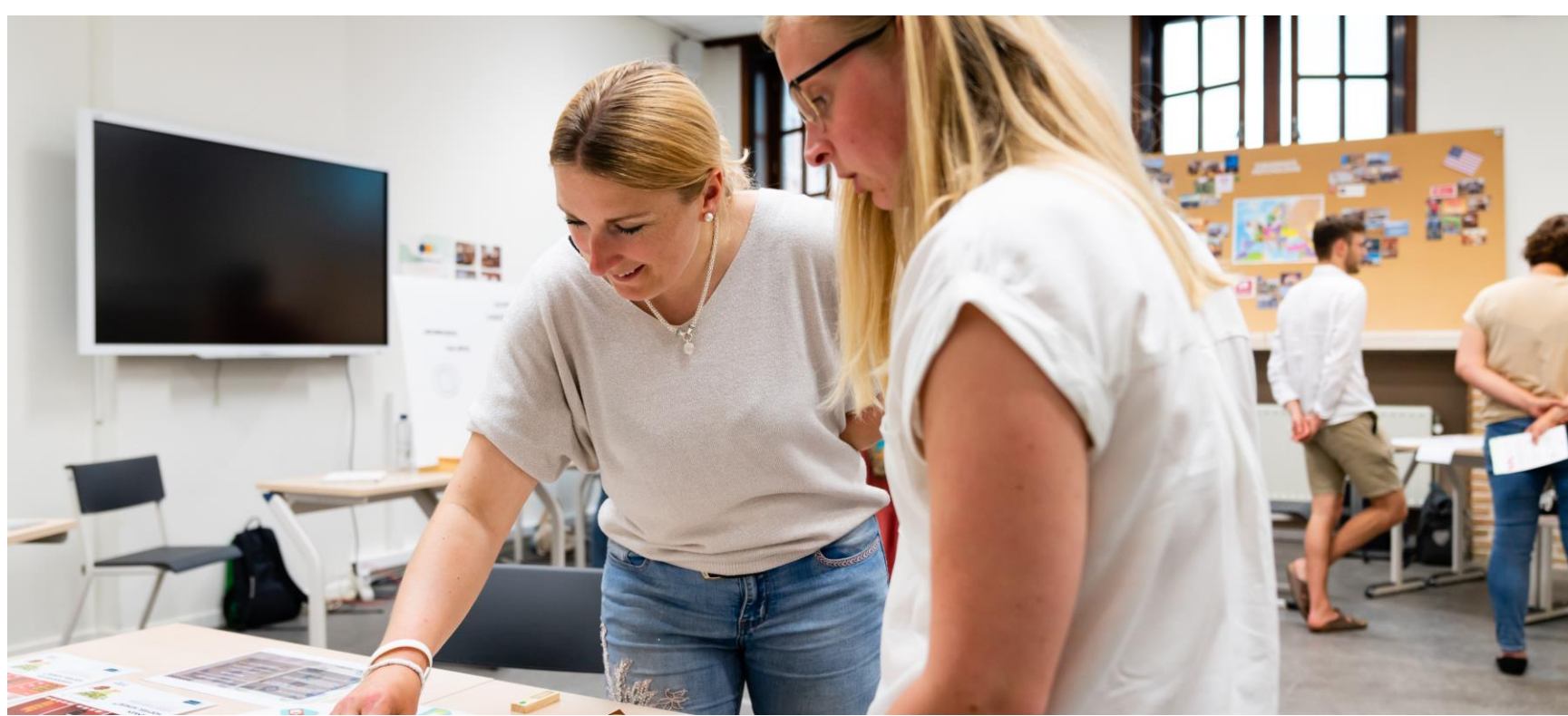
Associate Degree project

Orthopedagogical practice 4.1 en 4.2





Expo : presentation of project and product





Objectives

- Startpoint = outrage in the practice
- Based on human rights
- Internship project linked to a social problem experienced by the internship organization, formulated in a procession question (> theme)

Process

- Clearer guidance with 9 intermediate steps and deadlines between november & june, embedded in the online learning environment
- Whole process = individual
- Inspiring moments with peers
- The 'how' is more clear for students

Product

- Individual
- Product =
 - ✓ Written report (12p)
 - ✓ Black/white photo, own composition
 - ✓ Presentation film (short)

Evaluation

- Workbased learning = input, guidance or evaluation by the professional field (minimum two of them)
- Multiple evaluators
 - Supervisor
 - Other lecturer
 - Expert from the field
- It can be retaken in the second examination period.
- ADP = 20% (10% paper, 5% expert, 5% other lecturer)



Objectives

- Startpoint = Observation of client group, based on qualities and needs
- Analyse: opportunities, strengths and vulnerabilities

Process

- Learning team
- Coaching
- Logbook
- Communication – Notion app
- Whole process = individual

Product

- The student provides an answer to a complex help request
- **Sustainable** product
- In coordination with stakeholders
- Product: focused on the execution and realization of a design into a functional or digital end product

Evaluation

- Workbased learning = input, guidance or evaluation by the professional field (minimum two of them)
- Process & product
- Multiple evaluators
 - coach -
 - Other lecturer
 - Expert from the field