

PhD General Pedagogy, Social Pedagogy, General Didactics and Disciplinary Didactics
35. cycle

Course title:	Cycle od seminars 1.st study year
Course year:	1
Semester:	I and II
Course Code:	15125
Scientific sector:	Multidisciplinary
Module:	Cycle of seminars 1st study year
Course Lecturers:	Cagol Michele, Coppi Antonella, Gatti Maria Cristina, Gross Barbara, Nagy Andrea, Parricchi Monica, Profanter Annemarie, Salzmann Katharina, Somigli Paolo, Trisciuzzi Maria Teresa, Viganò Federica, Zanin Renata
Module Credit Points:	5
Total lecturing hours:	30 hours
Total Hours of availability for students and tutoring:	
Office hours:	from Monday to Friday on request
Attendance:	according to the regulations
Teaching Language:	Italia, German, English
Propaedeutic course:	
Course description:	<p>Ph.D. Andrea Nagy, 3 hours</p> <p>Social Work research has come to some appreciation of the value of knowledge that is produced in collaboration with service users, or 'experts by experience'. There is an ethical imperative also for the inclusion of the user perspective in the shaping of social work services and practices. The seminar aims at an understanding of how co-production of knowledge works, how it influences the knowledge produced, and what constitutes a 'good' co-production to incorporate into a project if it should serve the empowerment of the people involved.</p> <p>Furthermore the seminar deals with the question of what service providers can do with the perspectives gained from peoples lived experiences. Care-Leaver research as carried out in my thesis is introduced as an example of the above described general issue in social work research. In European countries, heightened interest in the effectiveness of professional social-work interventions has put the spotlight on care-leavers. In my thesis I examined soon-to-be care-leavers, twenty-six juveniles between 12 and 20 years, inhabitants of an institution of public education who were on the threshold of the transition to an independent life. The multi-methodological qualitative approach affords insights into the implicit orientation comprehension of future care-leavers. The use of map surveys, image-based and socially-spatial methods made it possible to involve the young adults into the research in a way, that promoted their individual development and was empowering in a sense, that they could gain greater consciousness of their interests as a group. The research results suggest the necessity for an improved range of services.</p> <p>The seminar covers the general issue of user involvement in qualitative social work research, gives concrete examples in care-leaver research and shows various methods. It ends with a discussion on how user-involvement and qualitative-creative research methods could be applied in different contexts accordingly to the experience and projects of seminar participants,</p>

	and how knowledge gained in such research settings can contribute to an improvement of service- provision in social work.
Specific educational objectives:	Ph.D. Andrea Nagy To understand how participative practice research and user-involvement in social work research with the aim of empowerment works; To gain insights in various qualitative creative research tools and corresponding methodology; To gain a first insight into the field of Care-Leaver research;
List of topics covered:	Ph.D. Andrea Nagy <ul style="list-style-type: none"> Practice research and service users as experts in research settings Selected research methods that are qualified and applicable to research users as experts: (Documentary Method of Interpretation, Focus Groups and notelets, map surveys, image-based and socially-spatial methods) Methods are illustrated and discussed on the background of my thesis which was the first qualitative empirical study on care-leavers in South Tyrol Who are the so-called care-leavers? (Insights into international care-leaver research and local (practice-) developments accordingly to care-leaver;
Teaching format:	Lecture, flipped classroom, workshop, seminar, discussion
Learning outcomes:	
Assessment:	discussion on an assigned reading / topic during the lesson.
Evaluation criteria and criteria for awarding marks:	
Required readings & materials:	Ph.D. Andrea Nagy Bohnsack, Ralf (1.April 2015) Il Metodo Documentario *Titolo originale: Dokumentarische Methode, traduzione a cura di Maria Gall e Cinzia Zadra, in: <i>Pedagogia più Didattica</i> , Volume 1, Issue 1, Sezione monografica, Retrieved from: https://rivistedigitali.erickson.it/pedagogia-piu-didattica/en/archivio/vol-1-n-1/il-metodo-documentario/ (at 3 rd April 2020) Bohnsack R. (2010), The Interpretation of Pictures and the Documentary Method. In R. Bohnsack, N. Pfaff e W. Weller (a cura di), <i>Qualitative Analysis and Documentary Method in International Educational Research</i> , Opladen & Farmington Hills, Barbara Budrich, pp. 267-292 (also in: <i>Forum: Qualitative Social Research</i> (2008), vol. 9, n. 3, pp. 267-292, http://nbn-resolving.de/urn:nbn:de:0114-fqs0803276). Uggerhøj, L., 2011, What is Practice Research in Social Work -Definitions, Barriers and Possibilities, <i>Social Work and Society</i> ,9(1), pp. 45-59.
Supplementary readings:	