

**Summer School 2019**  
Social Work in the Digital Age

BA Social Work  
MA Social Work with a special  
emphasis on Social Innovation

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	page
Introduction	2
Programme	4
Lectures	6
Workshops	10
List of Presenters	22
Student Assessment	24
Maps and Directions	25

# **Social Work in the Digital Age – How Digital Developments and Digital Inequalities Shape Modern Discourse in Social Work Theory and Practice**

## **Digital Developments and Digital Inequalities – Why do they matter?**

In many societies, digital incompetence is equal to social exclusion. The digital divide between privileged and underprivileged population is rapidly expanding to the increasing advantage of the digital literate. Social work must be cognisant of the challenges facing those affected by this inequality. The main question is: How does digital inequality affect family, work, leisure, education, human rights, and ethics? Social work has the responsibility to bridge this digital divide, to provide safe environments, to develop ethical standards, and to encourage social work students and professionals to discuss the many challenges of the impact of the digital age. To overcome and bridge the gap between digital natives and digital immigrants means to understand digital developments as fundamental human rights issues with respect to child and elderly protection, educational access, and work opportunities.

## **Aim and key questions**

The 2019 Summer School aims to provide participants from various countries with an opportunity to develop a broad understanding of “the digital age”, its challenges and chances, problems and progresses, and inconsistencies. The phenomenon of digital inequalities and various related issues require close attention and critical reflection. International participants will discuss the current discourse on digital developments, new forms of media use, and different forms of inequalities with a view to developing a broad perspective on this key issue. They will consider how the new media have changed human communication and how social work has adapted to widespread digital change over the past 20 years. Other topics include how digital inequalities shape modern discourses in social work theory and practice. Discussion will consider the risks and challenges as well as the advantages emerging from the new opportunities that digital innovations might provide for overcoming inequalities. Bridging the digital divide matters not only for social work practice but also for modern societies as a whole. From their respective international perspectives,

participants will explore the modes of digital impact on social work education, theory, and practice, especially in terms of ethics, human rights, social policy agendas, and welfare regimes. The 2019 Summer School provides an excellent opportunity to build the knowledge and skills needed to deal with the many challenges associated with digital developments and inequalities. Key questions include:

- Why do digital inequalities matter for social work practices and professionals in various contexts? Which parts of the population are especially vulnerable to digital challenges?
- How are social work education, theory, and practice affected by the challenges stemming from the current digital and technical developments and discourses in society?
- From a philosophical and sociological point of view, what makes the digital age a challenge for modern societies? More specifically, how does it shape social work discourses regarding digital inequality, human rights, and ethical standards?

## **Further Information**

[www.summerschool.hsa.fhnw.ch](http://www.summerschool.hsa.fhnw.ch)

# Programme

Day	Monday, June 3 <sup>rd</sup>	Tuesday, June 4 <sup>th</sup>
Time		
09.00 – 10.30 am	<b>Welcoming and Opening Session</b> Room 01.O.20 Regula Berger/Andreas Schauder  <b>Introduction to the Summer School Programm</b>	<b>Lecture 2</b> Room 01.O.20 <b>Karin Moser</b> How digital media change our interactions with others.
10.30 – 11.00	<b>Coffee Break</b>	<b>Coffee Break</b>
11.00 – 12.30	<b>World Café</b> Room 01.S.21 <b>Digitization and</b> – Low-Threshold Access – Inequality/Social Justice – Ethics/Personal Rights – Child Protection and Children's Rights – Chances and Challenges – Digital Competency of Social Work Professionals	<b>Workshop 1.1</b> Room12.S.09 The digital world, «generation smart-phone», and social work <b>Workshop 1.2</b> Room12.W.17 Digital age – a challenge for modern societies? <b>Workshop 1.3</b> Room12.W.25 Chances and Challenges of Software in Social Work
12.30 – 13.30	<b>Lunch Break</b>	<b>Lunch Break</b>
13.30 – 15.00	<b>Lecture 1</b> Room 01.O.20 <b>Olivier Steiner</b> Digital Transformation – Challenges and Opportunities	<b>Workshop 2.1</b> Room12.S.09 Digital Tool for Young People for their future planning <b>Workshop 2.2</b> Room12.W.17 Cyberbullying as Digital Challenge in Adolescents' Modern Communication Practices <b>Workshop 2.3</b> Room12.W.25 Master Healthcare & Social Work – Technology & Innovation: Why do digital (in)equalities matter for healthcare and social work practice?
15.00 – 15.30	<b>Coffee Break</b>	<b>Coffee Break</b>
15.30 – 17.00	<b>Student Working Sessions</b> Room 12.S.09 Room 12.W.17 Room 12.W.25	<b>Student Working Sessions</b> Room 12.S.09 Room 12.W.17 Room 12.W.25
17.00		

Day	Wednesday, June 5 <sup>th</sup>	Thursday, June 6 <sup>th</sup>	Friday, June 7 <sup>th</sup>
Time			
09.00 – 10.30 am	<b>Lecture 3</b> Room 01.O.20 <b>Jeannette Brodbeck</b> Internet interventions for improving health and well-being	<b>Workshop 4.1</b> Room12.S.09 The role of (Dutch) social workers in social inclusion of digital immigrants <b>Workshop 4.2</b> Room12.W.17 "What happens to my data?" – Datafication, Algorithmization and the Responsibilities of Social Work <b>Workshop 4.3</b> Room12.W.25 Digital solutions in social services. Contributions and ambivalences	<b>Lecture 4</b> Room 01.O.20 <b>Nadia Kutscher</b> Digital Transformation in the Context of Social Work – Questions, Challenges and Perspectives
10.30 – 11.00	<b>Coffee Break</b>	<b>Coffee Break</b>	<b>Coffee Break</b>
11.00 – 12.30	<b>Workshop 3.1</b> Room12.S.09 Digital Media in Practice: About the usage and the attitudes of professional social workers towards Digital Media <b>Workshop 3.2</b> Room12.W.17 Cyberbullying as Digital Challenge in Adolescents' Modern Communication Practices <b>Workshop 3.3</b> Room12.O.09 Digitization of social services and the consequent effects on the marginalisation and social inclusion of young people in the Finnish context	<b>Workshop 5.1</b> Room12.S.09 Do current curricula of Bachelor-Programs in social work (adequate) response to the digital transformation? <b>Workshop 5.2</b> Room12.W.17 Digital solutions for reflective practice, continuous professional developments and knowledge management – the key situation in social work model? <b>Workshop 5.3</b> Room12.W.25 Visions of tomorrow – Which kind of society we want to live in?	<b>Presentation of Student Workshops</b>
12.30 – 13.30	<b>Lunch Break</b>	<b>Lunch Break</b>	<b>Farewell Coffee</b>
13.30 – 15.00	<b>Student Working Sessions</b> Room 12.S.09 Room 12.W.17 Room 12.O.09	<b>Student Working Sessions</b> Room 12.S.09 Room 12.W.17 Room 12.W.25	In cafeteria or in front of the lecture hall/outside the building
15.00 – 15.30	<b>Coffee Break</b>	<b>Coffee Break</b>	
15.30 – 17.00	<b>Guided Tour</b>	<b>Student Working Sessions</b> Room 12.S.09 Room 12.W.17 Room 12.W.25	
17.00		<b>Apéro</b>	

## Lectures

### 1 Olivier Steiner: Digital Transformation – Challenges and Opportunities

In recent years, the development of information and communication technologies has created an unprecedented dynamic as result of computerized and robotized manufacturing processes. Within a short space of time, this development has changed the fundamentals of everyday life in modern societies for good.

Two overarching processes — vertical and horizontal integration — can characterize Internet technologies that are central to digitization. Global media companies integrate vertical value chains by collecting personal data for profit and by monopolizing technology industries from end-user devices to global server infrastructure. Thus, in the 21st century, an enormous power potential of global media companies is unfolding. This raises fundamental questions about human freedom, the importance of the private sphere and the purpose of technology. At the same time, Internet technologies are advancing the development of trans-local horizontal networks of people, social groups and movements. The emerging horizontal networks can be characterized by — more or less extensive — collaboration, equality and openness. Developments in recent years, such as the #MeToo movement, show that horizontal online networks create diverse forms of counterpower and counterpublic spheres.

Digitization thus has a Janus face: New, globally active powers are emerging that penetrate personal privacy while at the same time new potentials for the empowerment of individuals and social groups are arising. The keynote discusses these developments and consequences of vertical and horizontal integration through digital technologies and formulates questions and theses for positioning social work in the digital age.

### 2 Karin Moser: How Digital Media Change Our Interactions with Others

Today, almost all work-related interactions and communications are at least partially supported by digital media and are thus “virtual” to some degree. Not only are organizations increasingly relying on geographically distributed teams and on outsourced services, but even relations with co-located co-workers and certainly with clients, customers and the wider public tend to be dominated by digital technologies.

This is very important because the switch from direct, face-to-face interactions to digital interactions significantly changes how we perceive others and ourselves, and how we process information. This of course also influences our behaviors. Generally speaking, digitally mediated interactions are leaner compared to face-to-face interactions. They involve fewer social cues than co-located interactions. They provide no opportunity for direct observation, fewer possibilities for obtaining immediate feedback and hence much less knowledge about the context of distant work colleagues or clients. This means that the social processes that people usually rely on to coordinate their activities and to develop their relationships become harder to correctly perceive, infer and apply in virtual environments.

This presentation focuses on the main differences between online and offline interactions. It also explores the theoretical foundations and explanations of these differences, as well as the consequences for work collaborations and professional services, especially in the areas of health care and social work. This will be illustrated both with some recent and with ongoing empirical studies on the effects of minimal cues in digital interactions and how these shape interactions between health and social care professionals. The talk also discusses how such interactions influence patients and clients using online tools and portals to access health and social care services. The focus will therefore be on three crucial aspects of digitization: a) the influence on work relations between social work professionals; b) the consequences for the management of social services; and c) the implications for accessibility and equality for different members of the public using social care services.

#### Key questions

- How fit is your organization for coping with the above digital challenges? (Self-assessment of your as-is situation);
- Which measures are you implementing to ensure you remain on top of digital developments in the future? (Staff/management training, assessing changing client needs, etc.)

### **3 Jeannette Brodbeck: Internet Interventions for Improving Health and Wellbeing**

E-Health, the use of the Internet and communication technologies for the delivery of healthcare is a rapidly growing field. New technologies are a convenient, affordable, low-threshold and anonymous way of delivering interventions in daily life. Internet-based interventions for different disorders and psychological problems have been widely evaluated and exhibit similar effects to traditional face-to-face interventions. They can reduce barriers for seeking professional help and can substitute or complement existing treatments in a stepped-care approach. Furthermore, they can expand the reach of psychological interventions to different languages or contexts, e.g. refugee camps or prisons.

This lecture will give a short overview of Internet-delivered approaches and psychological interventions designed to improve health and well-being. Among other aspects, the talk will consider online self-help interventions. LIVIA, an intervention for coping with adaptation problems after divorce or spousal bereavement will be presented as an example for the development, implementation and evaluation of Internet interventions. Several research strategies and findings will be presented to answer the following questions:

- Does an Internet-delivered intervention actually improve health and well-being?
- How does an Internet-delivered intervention work? For whom does it work?

The talk will further address more recent developments, such as just-in-time adaptive interventions delivered on smartphones. These provide immediate, on-the-spot support, i.e. when an intervention is needed, and can be tailored to personal needs in terms of content, timing and intensity. Finally, the talk will also discuss the challenges of Internet interventions such as high dropout rates, potentially harmful effects or implementation in routine care.

### **4 Nadia Kutscher: Digital Transformation in the Context of Social Work: Questions, Challenges, and Perspectives**

Digital media are part of social work practice in various dimensions. The discourse on the "digital transformation" of social services draws on the opportunities and threats in the context of professional practices, organizational procedures and target group vulnerabilities. This presentation reflects on the ethical questions, professionalism and organizational logics involved in the further development of social work in the unfolding "digital age".

# Workshops

## 1.1 Rahel Heeg, Magdalene Schmid, Olivier Steiner: The Digital World, "Generation Smartphone" and Social Work

Young people live in a digital world. In 2018, 99% of Swiss youths aged between 12 and 19 owned a smartphone while 97% had constant access to the Internet and three out of four used social networks at least once a day. Clients' use of digital media is also a prevalent topic in the child and youth care system. Many institutions and professionals feel unsure about reasonable guidelines and about legal requirements. Today, institutions in the child and youth care system need to discuss and develop a professionally reflected position towards digital media. Therefore, they need appropriate background knowledge.

The workshop discusses the findings of two empirical projects: The participatory research project "Generation Smartphone" gives insights into the meaning of smartphones for young people and shows what benefits and risks young people themselves recognize in smartphones. In the second project, "Media literacy in residential child care institutions", professionals were asked about media-related issues arising in connection with their everyday work with children and young people. Professionals also discussed their coping strategies, their own media skills and their questions and insecurities about digital media. Based on the results, a second project phase developed instruments to support institutions in three domains: ideas for active media work, information about Swiss law with regard to digital media and guidelines for a media education concept. The workshop offers participants the opportunity to interrelate the perspectives of young people and of social work on media use and on the challenges of digitization.

### Key questions

- What does the digital world of young people look like?
- How could residential childcare institutions establish a proactive, supportive position towards children and young people and their media use?

## 1.2 Laura Polexe: Digital Age – A Challenge for Modern Societies?

From a philosophical and sociological point of view, what makes the digital age challenging for modern societies? More specifically, how does this age shape social work discourses on digital inequality, human rights and ethical standards?

Following the idea of an inconsistency of the digital age, as mentioned in the Call, two questions, among others, can be raised from a philosophical viewpoint:

- To what extent can one actually speak of inequality (whether related to digital literacy or, by way of extrapolation, to literacy in general)? Which ethical aspects can we use to define and implement equality or even justice?
- Which concepts can be used to counter the disorientation and powerlessness of the individual in modern, digital society, and which of these could be implemented by social work?

John Rawls' Theory of Justice is still regarded as one of the most influential books on political philosophy of the 20<sup>th</sup> century. At that time, it was not yet foreseeable which dramatic changes humanity would face due to the unprecedented development of computers and digitization. Nevertheless, Rawls' thought experiments are groundbreaking and still highly topical. He argues that those who decide on the basic principles of society must be impartial (i.e. define basic rules of coexistence that are fair for all people, meaning equal rights and as many freedoms as possible). The first part of the workshop will involve a thought experiment based on Rawls' theory of justice: Which principles will we agree on regarding coexistence in today's society? And which rules will we agree on regarding digitization and its consequences?

The second part of the workshop considers the suspicion that ongoing digitization is causing ever more loneliness and an increasing lack of empathy (this is the argument often put forward by critics). What answers can philosophy and sociology provide? We will explore how Descartes and Leibniz understood the collaboration of body and soul because, philosophically speaking, our spirit makes us human. We will deal with the concepts of free will and powerlessness. Is the latter a fundamentally new phenomenon? Or is it a primordial human experience, one that pervades all societies and all historical epochs? How does the digitization of society affect the powerlessness of the individual, and what answers might different forms of society find? One answer might be the concept of resonance by the German sociologist Hartmut Rosa (Resonanz. Eine Soziologie der Weltbeziehung, 2016): Rosa sees the human striving for "resonant" relationships in

the world as a basic motivation, which has, however, been thrown off balance by the logic of postmodernism. We will work out which conclusions Rosa's theory provides for social work and which critical points need to be considered in this respect.

### **1.3 Jakin Gebert, Michel Broccard, Ursula Hochuli Freund: The Opportunities and Challenges of Software in Social Work**

Digital developments affect both social work clients and professionals. Among others, social workers need to be able to use software tools and to document their work electronically. Indeed, as digitization progresses, the use of software technology can be expected to constitute an ever more important responsibility of social work professionals.

Although most or all social workers regularly use software applications in their daily work routines, this topic still tends to be neglected in (German-speaking) social science discourse. Despite the large number of software solutions, these are mostly targeted at administrative applications rather than at professional casework. There is a lack of adaptation of existing tools to the specific requirements of social work environments. Moreover, relative to other professions, most social workers make limited use of digital tools. In brief, the social work profession appears to be lagging behind when it comes to embracing digitization.

Against this backdrop – and specifically given the lack of a concept-based software solution for professional casework to date –, researchers at the FHNW School of Social Work in collaboration with the CEO of socialWEB Ltd. have developed a special configuration of the existing software socialWEB. socialWEB is a standard branch solution for social work. It comprises 16 modules (e.g. journal, protocols & reports, worktime recording or invoicing).

The specialized configuration of this software – socialWEB-with-CPD – is based on the concept of "collaborative process design" and supports social workers in their casework. Collaborative process design (CPD) is a theory-based, professionally grounded concept of action that integrates various methods and is used in different fields of social work practice (cf. Hochuli Freund/Stotz 2017). CPD is an orientation framework for shaping a process of understanding cases and for seeking sustainable solutions to complex problems. In collaboration with their clients, CPD guides social workers to act professionally while keeping them grounded in theory.

This workshop discusses the use of software in social work. It focuses on the following issues and uses socialWEB-with-CPD for illustrative

purposes:

- How does a software application need to be structured for it to be useful as a casework tool and to fulfil professional requirements in social work while satisfying user expectations of a simple interface and practicability? What, in other words, is the appropriate balance between standardization and design freedom?
- How can the different needs and requirements of the parties concerned (clients, social workers, administration, other professionals, supervisory authorities, contracting parties) be combined into a single software solution, one that also satisfies content requirements (data protection, privacy, casework, specific diagnosis)? Do we need separate tools to satisfy the specific needs?
- What indicators describe social justice, what causes global social injustice?
- What aspects of social justice should be thought about in light of the UN Sustainable Development Goals and what are the tasks for Social Work therein?

### **2.1 Eija Raatikainen: Digital Tools for Young People for Their Future Planning**

Young people who are not in education, employment or training (NEETs) fail to recognize the barriers to and the strengths of their professional growth. They are not able to work towards realistic professional goals. Unemployment causes social exclusion. The aim of this workshop is to introduce the MOTIVE project and one of its main results: a digital guidance tool for young people called NäytönPaikka ([www.NäytönPaikka.fi](http://www.NäytönPaikka.fi)). The aims of the MOTIVE project are:

- 1) To support young people in a weaker position in the labour market to see their life as a whole, to recognize the strengths of and the barriers to their professional growth, and to work towards realistic professional goals (especially young people with an immigrant background).
- 2) To develop future planning methods for youth workshops, immigrant NGOs and Ohjaamos (one-stop guidance centers for young people) together with youths and professionals in order to more effectively reach the above aims. The professionals will receive improved tools for supporting young people's participation, their sense of community, health and working skills. The new approach will utilize digital tools, for example the NäytönPaikka web-service of The Finnish Settlement Movement and e-guidance in immigrant NGOs. We will focus on NEETs with immigrant background, equality and health issues. In the MOTIVE project, personally supporting vulnerable young people aims to strengthen gender equality, social sustainability and parity.



## **2.2 Regula Berger, Martina Fischer: Cyberbullying as Digital Challenge in Adolescents' Modern Communication Practices**

The digitization of communication has revolutionized how adolescents communicate. Using cell phones and social media for communication and self-presentation enables young people to develop great networking competencies. On the other hand, harassment, ridicule and cyberbullying have unfortunately become an integral element of modern conversations among peers as soon as they receive their first smartphones and other digital devices. Many adolescents suffer from online harassment on a daily basis. The personal distress endured not only affects their wellbeing but also that of those close to them. Studies show that a constructive feedback culture within school environments supports a successful and meaningful prevention strategy to avoid or at least diminish the chances of harmful cyberbullying over time.

This workshop provides a systemic perspective on cyberbullying. It gives a theoretical and empirical overview of the current state of international research and theoretical approaches and makes suggestions for interventions and prevention strategies.

### **Key questions**

- How does digitization affect cyberbullying and adolescent communication?
- How can "street-level social justice" be a relevant framework for social work?

## **2.3 Saskia Bijkerk, Jellien Braaksma, Eline Krabbenborg, Andreas Tan, Justus Vriend, Esther van den Tol, Noortje Wolters: Why do Digital (In)Equalities Matter for Healthcare and Social Work Practice?**

The use of digital technologies in healthcare and social work sectors is growing rapidly. Stakeholders in these sectors are using this technology in their day-to-day activities as professionals, patients and caregivers. In addition, management teams and IT departments are also relevant stakeholders for defining the strategy, decision making and implementing of this technology in organizations. Last but not least, governments and the regulatory bodies in the healthcare and social work sector are the relevant stakeholders for setting standards to ensure privacy, information security, patient safety, etc. The successful use of (digital) technologies in healthcare and social work practice therefore depends on the digital literacy and equality of all stakeholders.

This workshop addresses the following aspects of digital literacy and equality in healthcare and social work in The Netherlands:

- Which current initiatives exist in The Netherlands to improve the digital literacy of stakeholders in healthcare and social work?
- What do the facts and figures tell us about digital literacy about (in)equality?

The workshop has three main aims:

- (1) To interactively share and exchange information;
- (2) to provide examples from hospitals and nursing homes, youth care and home care practices, assessment tools, and current preventive care practices;
- (3) to share experiences and ideas about digital literacy and equality in healthcare and social work.

## **3.1 Caroline Pulver: Digital Media in Practice: The Usage of and Attitudes towards Digital Media among Swiss Social Workers**

Digital Media is changing professional practice. The everyday life of clients and service users is happening on- as much as offline. Therefore, social workers need to use and work with new channels of communication and to define their practice in line with the changing needs of today's society. However, technological and social change are unfolding at an unprecedented pace. As a result, new inequalities are becoming apparent via digital media, making it increasingly difficult to understand how these changes are affecting professional practice. It is even more difficult to adapt professional guidelines and best practice, and to ensure they still function, when using digital media in social work practice. The lack of overarching concepts and guidelines means that social workers are left alone to deal with these challenges. Against this background, this workshop addresses the following key question:

- Where in the adoption of digital media do we stand in Switzerland?

This workshop aims to understand the new challenges of using digital media in social work. It also looks at some original data on the usage and the attitudes towards digital media among Swiss social workers.

## **3.2 Regula Berger, Martina Fischer: Cyberbullying as Digital Challenge in Adolescents' Modern Communication Practices (see 2.2)**

### **3.3 Jenny Häivälä, Kati Nikulainen, Reija Takala, Emmi Okafor, Loviisa Kähönen, Petri Segerholm, Heidi Ollanketo UAS Helsinki: The Digitization of Social Services and the Effects on the Marginalization and Social Inclusion of Young People in the Finnish Context**

Digitization is affecting Finnish social services, both from the client and from the professional perspectives. A growing number of services are provided online (e.g. completing an income support application, drawing up an integration plan with the unemployment office, or applying for secondary or tertiary education). Some client groups are more vulnerable to digital challenges than others are. Refugees, for instance, may have trouble in gaining access to services through digital channels. Marginalization is a tangible risk for the digitally illiterate. However, digital tools can also be used to prevent marginalization and to enhance clients' social inclusion. Our "This Life of Mine" project presents one example of promoting social inclusion through digital methods.

Theoretically, the project rests on the concept of involvement. "This Life of Mine" provides young people who are struggling with their life choices and postgraduate studies with a set of life management tools and models. On the individual level, its impact arises from student workshops. On the communal level, the project provides tools and models for student counselling on a nationwide level. The results are less social exclusion and fewer school drop-outs. The project is funded by the European Social Fund.

The aims of the project "This Life of Mine" are:

- To promote and advance the services and guidance implemented to support those in need during transitional periods and to ensure educational equality.
- To help immigrants and students who are in danger of dropping out from school to participate in classes and complete their coursework.
- Helping affected youngsters to make far-reaching and meaningful decisions for their future.

The aim of this workshop is to present one example of promoting social inclusion through digital methods. Our workshop deals with the following key questions:

- Why do digital inequalities matter for social work practices and professionals in various contexts?
- Which parts of the population are especially vulnerable to digital challenges?

### **4.1 Sylvana Jutstra, Nienke Scheink UAS Arnhem and Nijmegen (HAN): The Role of (Dutch) Social Workers in the Social Inclusion of Digital Immigrants**

Every day, we see how fast the digital world is changing and how this affects our clients in their development. The Dutch government focuses on promoting self-direction, which means that clients are expected to be increasingly digitally cognizant and competent. Examples of digitization in social work include using digital care plans, digital passwords to apply for government allowances, digital transport tickets, digital banking and digital means for making one's opinion heard in one's local community. It is not self-evident for our clients that they can meet these requirements. Social workers have been instructed by the government to work on social inclusion and to reduce social inequality. It is difficult to meet these demands when the government at the same time places contradictory demands on our clients.

We wish to raise two key questions about the role of (Dutch) social workers in the social inclusion of digital immigrants:

- Which parts of the population are especially vulnerable to digital challenges?
- Why do digital inequalities matter for social work practices and professionals in various contexts?

### **4.2 Adrian Roeske: "What happens to my data?" – Datafication, Algorithmization and the Responsibilities of Social Work**

The collection and processing of data in the horizon of an increasing data capitalism is now so deeply interwoven in the lives of people and, accordingly, professionals of social work and their target groups that often neither the extent nor the analyses and decisions taken by algorithms become aware of. In the workshop we want to take a look at those dimensions of datafication as part of an increasing mediatization and associated digitalization, which affects social work on different levels – and exemplarily look at the lifeworlds of children and adolescents. How does datafication become virulent and what challenges does it implicate for professionals in their practice? Central is the consideration of digital inequalities and which horizons are derived from the sheer omnipresence of algorithms: These or rather algorithmic systems can on the one hand contribute to making it possible for more people to participate, for example, in opinion-forming processes, but on the other hand also to strengthening social inequalities. The treatment of these inequalities is thus becoming a stronger focus of socio-pedagogical work, which has the task of facilitating

both social and digital participation. The focus here is on the realities of children's and young people's life, as well as professional practice and the training of social workers as part of the challenges.

#### **Key question**

- Together, we do not only want to examine the terms that are often not yet common in social work, but also work out which tasks are assigned to professional social workers and how responsibilities have to be distributed in case of doubt – especially when subject areas such as datafication and algorithmization emerge that do not explicitly belong to the core competence of social work.

#### **4.3 Valentin Schnorr, Tobias Studer: Digital Solutions in Social Services. Contributions and Ambivalences**

Social work theorists often discuss digitization regarding the use of new media. Such media, as is well known, might significantly influence shaping the relationships between professional social workers and their clients. New media substantially affects designing social service providers. The equipping of social work organisations with digital and technical aids involves the ambivalence of increased data comparability while at the same time posing the danger that those social work actions may only be recognised along objectively measurable lines. Especially professional social workers of governmental offices complain that previous approaches to client-based communicative negotiation and clarification processes are tending to be replaced by standardized administrative requirements such as collecting data, monitoring and reporting. Digitization has already played a central role for some time in the social counselling offered by non governmental organizations. In governmental social services, however, these potentials appear to be largely unconsidered and unexplored. The corresponding digital solutions are often limited to meeting the demand for more efficient case management tools and the associated possibilities of inter- and intra-professional cooperation. In some cases, these digital solutions help to support and improve clarification processes.

Effective digital solutions could make decision-making more comprehensible and more transparent. Communication between social workers and poverty-affected people within governmental contexts is a relevant issue, both in a professional and in a political and social sense. Counselling is sometimes reported to be conflict-laden while clients sometimes do not feel understood in their personal situation. One reason could be that many people lack information about their rights

and duties when receiving social welfare. This information, however, is regarded as a decisive factor for equal participation in communicative negotiation processes. This applies in particular to non-voluntary contexts, in which non-compliant behaviour is sanctioned.

Against this background, we would like to address the following key questions:

- What might the impact of digital solutions in the context of social counselling look like?
- How do digital solutions contribute to empowering the welfare recipients?

#### **5.1 Joshua Weber: Do Current BA Social Work Curricula Respond Adequately to Digital Transformation?**

Social work is affected in various ways by the digitization of all sectors of society and all areas of life. Thus, for example, social work clients are facing new or changed problems, which involve challenges in addressing people in need and in how social work is delivered (Kutscher et al. 2015, p. 3). It is self-evident that the profession must actively tackle the consequences of digitization and contribute to shaping further developments. Hence, integrating digital topics in social work curricula is important and requires taking "account of the digital age we live in" (Rafferty/Steyaert 2007, p. 174f.). This necessity is gaining importance in the context of the increasing digitization of the working world (Ley/Seelmeyer 2011). Zorn and Seelmeyer (2017) state that education about technology "should be a required topic in the curriculum of all social work students" (p. 50). In contrast, the willingness of students to work in digitized social work practice is widely questioned, meaning that the integration of digital topics in social work education is not yet saturated.

However, whether current social work curricula adequately account for ongoing digital transformation involves examining what it means to be well prepared to carry out professional social work in the digital age. Some attention has been paid to conceptualizing a "social informatics curriculum" (Bredl/Halfar 2007; Kirchlechner 2000), "digital literacies for social work" (Watling/Rogers 2012, p. 116) or an "overarching framework for teaching technology education in the social work curriculum" (Zorn/Seelmeyer 2017, p. 51).

This workshop aims to discuss such considerations. It will also present the results of analyzing all available BA Social Work curricula in Switzerland, Germany and Austria (Weber 2019, in preparation).

We will explore the following key questions:

- Which content should a curriculum contain to enable students to be "equipped to practice in the digital age" (Taylor 2017, p. 870)?
- Do current BA Social Work curricula meet this need?

## **5.2 Gaby Merten, Henning Beywl: Digital Solutions for Reflective Practice, Continuous Professional Developments and Knowledge Management – The Key Situation Model as a Social Work Model?**

The Key Situation model is an innovative approach to university- and workplace-based reflective learning. It combines a group-based reflective process which is organized around typical recurring social work situations with online learning on the Key Situation platform. From a professional perspective, a key situation is defined as a discrete and meaningful sequence of actions with a beginning, middle and end. Rather than focusing on cases or incidents, the model focuses on the professional actions of social workers.

Reflective learning and knowledge co-production are central to the key situation reflection process. It describes an in-depth learning process that facilitates the integration of different types of knowledge such as theory and research, ethical knowledge, experiential knowledge, organizational and contextual knowledge, and skills with experienced practice situations. The aim of this process model is to gain an understanding of the situation, to support knowledgeable and ethical practice, and thus to interweave knowing, doing and values to support evidence-informed practice.

The Key Situation Platform constitutes a culture of learning and continuous professional exchange, and of development within and across organizations. The development of professional competence relies on a learning culture and environment where reflective practice, evidence and research-mindedness underpin the focus on practice. The Key Situation model aims to create and sustain such a culture and offers an approach based on communities of practice and on collaborative learning. Communities of practice within and across organizations work on key themes to support individual, organizational and professional learning. The model is designed for social workers, employers and

universities. Furthermore, the Association Network Key Situations in Social Work aims to support reflection and discourse on key situations in social work and, for this purpose, operates the platform and coordinates activities of its members in the network.

We will address the following key questions:

- Which theoretical approaches support the key situation reflection model?
- What does a digital solution look like? How does the virtual platform and its network of communities of practice work?

## **5.3 Andreas Schauder: Visions of Tomorrow – Which Kind of Society Do We want to Live in?**

The development and implications of digital technologies affect nearly all segments of individual and public life. Digital approaches and their impacts on economic and social issues can involve both innovative opportunities and challenges for societal transformations in the "digital age". Digitization not only means making economic processes more effective. It also involves fundamental and unprecedented change, whose dimensions are global and affect every human being. But what about the social dimensions of this change? "Digitization" is a human-made process and not an un-creatable destiny. The German philosopher R.D. Precht identifies two tendencies in envisioning tomorrow's state: "dystopia" and "retropia"; he also explores the possibilities of a human "utopia". Thus, social values and visions call for critical reflection and discussion and lead to a basic question: Which kind of future society do we want to live in?

During this workshop, we will discuss our visions and doubts, our hopes and expectations about "digital progress" — both as professional social workers and as private citizens of "modern societies". Based on R. Jungk's method of "Future Workshop", we will consider the challenges and traps, the potential winners and losers of digital transformation. Hopefully, we will also share our visions of tomorrow's human society and how we might contribute to it.

Key questions:

- What are our visions of and values for a human and social society?
- Which challenges exist for social development?
- Which role might social work play in future society?

## List of presenters

Regula Berger	Dr.	FHNW School of Social Work
Henning Beywl	MA student	Univ. Zürich/FHNW School of Social Work
Saskia Bijkerk	MA student	Saxion University of Applied Sciences
Jellien Braaksma	MA student	Saxion University of Applied Sciences
Michel Brocard	lic. phil.	FHNW School of Social Work
Jeannette Brodbeck	Prof. Dr.	FHNW School of Social Work
Martina Fischer	MA	FHNW School of Social Work
Jakin Gebert	MA	FHNW School of Social Work
Jenny Häivälä	MA student	Metropolia UAS, Helsinki
Rahel Heeg	Dr.	FHNW School of Social Work
Ursula Hochuli Freund	Prof. Dr.	FHNW School of Social Work
Sylvana Jutstra	MA student	Hogeschool van Arnhem en Nijmegen
Loviisa Kähönen	MA student	Metropolia UAS, Helsinki
Eline Krabbenborg	MA student	Saxion University of Applied Sciences
Nadia Kutscher	Prof. Dr.	University of Cologne
Gaby Merten	Supervisor coach, lecturer	Verein Netzwerk Schlüsselsituationen Soziale Arbeit
Karin Moser	Prof. Dr.	London South Bank University
Kati Nikulainen	MA student	Metropolia UAS, Helsinki
Emmi Okafor	MA student	Metropolia UAS, Helsinki
Heidi Ollanketo	MA student	Metropolia UAS, Helsinki
Laura Polexe	Dr.	UAS ZHAW Zürich
Caroline Pulver	MA, postgrad- uate student	UAS Bern
Eija Raatikainen	Prof. Dr.	Metropolia University of UAS, Helsinki
Adrian Roeske	MA, postgrad- uate student	Institut für Informationsmanagement Bremen
Andreas Schauder	Prof.	FHNW School of Social Work
Nienke Scheink	MA student	Hogeschool van Arnhem en Nijmegen
Magdalene Schmid	Dipl. Päd.	FHNW School of Social Work
Valentin Schnorr	lic. phil.	FHNW School of Social Work
Petri Segerholm	MA student	Metropolia UAS, Helsinki

Olivier Steiner	Prof. Dr.	FHNW School of Social Work
Tobias Studer	Dr.	FHNW School of Social Work
Reija Takala	MA student	Metropolia UAS, Helsinki
Andreas Tan	MA student	Saxion University of Applied Sciences
Esther van den Tol	MA student	Saxion University of Applied Sciences
Justus Vriend	MA student	Saxion University of Applied Sciences
Joshua Weber	MA, postgrad- uate student	FHNW School of Social Work
Noortje Wolters	MA student	Saxion University of Applied Sciences

## Student Assessment

Students are assessed for their critical reflection skills and their ability to assimilate and reflect on specific aspects of the knowledge acquired during the Summer School.

Assessment is based on a group poster that elaborates on the selected content of one of the workshops and the various lectures. Posters are presented on the final day of the workshop.

Workshop leaders will provide students with ideas and suggestions for devising their posters.

### Assessment Criteria for Posters

#### – Formal

Structure, clarity, use of visual elements in relation to text, aesthetic appeal.

#### – Content

Quantity and quality of the above aspects. Quality refers to the logical, concise, and consolidated design of information, that is, argumentation.

#### – Reflection

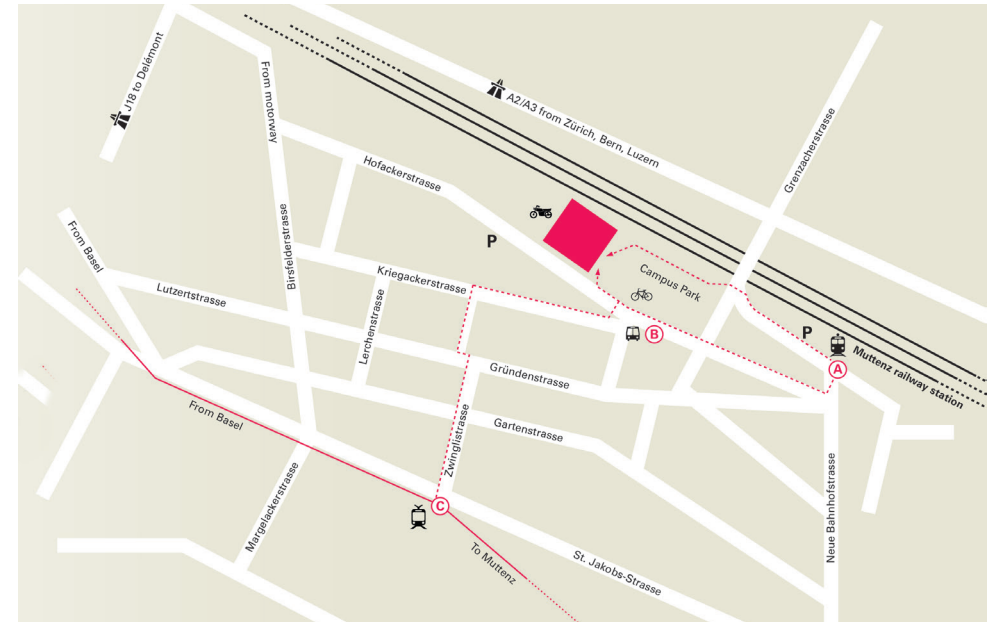
Succinct presentation of the topics and issues discussed in the workshops and lectures.

### Grades

Pass/fail

## Maps and Directions

### FHNW Campus Muttenz



#### A From Muttenz railway station

A six-minute walk via Hofackerstrasse or Grenzacherstrasse and through the campus park

#### B Bus 47 (from Bottmingen) or 63 (from Dornach) to the "Fachhochschule" stop, then a two-minute walk

#### C From the "Zum Park" tram stop in Muttenz Tram 14 from Basel and Pratteln, then a 10-minute walk via Zwinglistrasse and Kriegackerstrasse

#### Arrival by car

Hagnau junction, A18 towards Delémont then Muttenz-Nord exit

Walking route from train/tram —————

## Notes

University of Applied Sciences and Arts  
Northwestern Switzerland FHNW  
School of Social Work  
Centre for Social Work Studies  
Scientific Support Centre: International Office

## **Summer School 2019**

### **Social Work in the Digital Age**

June 3<sup>rd</sup> – June 7<sup>th</sup>, 2019

FHNW Campus Muttenz

- BA Social Work
- MA Social Work with a special emphasis on Social Innovation
- Students of the Amsterdam University of Applied Sciences
- Students of the Hogeschool van Arnhem en Nijmegen (NL)

### **Organisation**

Regula Berger

Andreas Schauder

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Subject to change