

Youth Work and Adult Education (K000594)

Course size (nominal values; actual values may depend on programme)

Credits	3.0	Study time	90 h	Contact hrs	30.0 h
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Course offerings and teaching methods in academic year 2018-2019

A (semester 2)	Dutch	lecture	20.0 h
		excursion	10.0 h

Lecturers in academic year 2018-2019

Deceur, Evelyne	PP04	lecturer-in-charge
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Offered in the following programmes in 2018-2019

Bachelor of Science in Sociology	crdts	offering
	3	A

Teaching languages

Dutch

Keywords

Social cultural work, Youth work, Adult education, Community development, Participation

Position of the course

This course contributes to the following competence areas:

- To have insight into the social conditions and evolutions that influence the construction of problem definitions (e.g. globalisation, the knowledge society, the risk society, ...) and their effects.
- To critically analyse contemporary social situations and developments departing from different theoretical frames of references and to translate these into social work problem statements.
- To approach the construction of social problems and social problem definitions in various domains (forensic, social work, social-cultural work, youth work, child care, ...) departing from different paradigms.
- To critically assess Social Work and social policy practices.
- To acquire insight into the core concepts, explanatory models, theoretical frames of reference, research traditions, recent theory building, limits and historical development of Social Work and to creatively engage with this knowledge.
- To collaborate with peers and stakeholders on projects.

The given competence areas are to be realised based on introductory learning outcomes in a clear defined situation with concrete conditions and shared responsibility. The competence areas are situated in the context as described in 'content'.

Contents

- Study on the (shifts in) basic assumptions and the social meaning of social cultural work. The following topics will be discussed: historical lines of force, restructuring and current policies, the relation with local cultural policy.
- Methods of social-cultural work and community development
- Study of social cultural work practices from an urban development perspective

Initial competences

- To be able to assess the educational legitimacy of phenomena.
- To be able to situate the development of theory and practices of social and educational work in relation to social-political developments.

Final competences

- 1 To be able to analyze and interrelate the influences of different social work contexts.

- 2 To be able to critically assess social-cultural services, legislation, and institutions on their significance for individuals, groups and society.
- 3 To be able to situate social-cultural interventions and services in a policy context.
- 4 To be able to offer an argument on why social-cultural interventions, structures, and institutions are value-bound.
- 5 To be able to critically analyze and discuss basic concepts of youth work and adult education and their relation to social problems.

Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

Conditions for exam contract

Access to this course unit via an exam contract is unrestricted

Teaching methods

Excursion, lecture

Learning materials and price

- Slides
 - Reader
- Costs: (max.) 50 €

References

- Biesta, G. (2011b). The ignorant citizen: Mouffe, Rancière, and the subject of democratic education. *Studies in Philosophy and Education*, 30, 141-153.
- Biesta, G. (2012). Becoming public: public pedagogy, citizenship and the public sphere. *Social and Cultural Geography*, 13 (7), 683-697.
- Bouverne-De Bie, M. & De Visscher, S. (2008). Participatie: een sleutelbegrip in de samenlevingsopbouw. In: Desmet, A., Baert, H., Bouverne-De Bie, M. & Verbeke, L. (eds.), *Handboek samenlevingsopbouw in Vlaanderen*. Brugge: die Keure, 41-53.
- Cockx, F., De Blende, H., Gehre, G., Van den Eeckhaut, G., Verschelden, G. (red.) (2011). *Wissels. Handboek sociaal-cultureel werken met volwassenen*. Gent: Academia Press.
- Coussée, F. (2006). *De pedagogiek van het jeugdwerk*. Gent: Academia Press.
- Deceur, E. (2017). *Sociaal-cultureel werk als democratische arena. De inzet van participatieve praktijken in stedelijke contexten*. Gent: Universiteit Gent.
- Desmet, A., Baert, H., Bouverne-De Bie, M., Verbeke, L. (red.) (2008). *Handboek Samenlevingsopbouw in Vlaanderen*. Brugge: die Keure.
- De Visscher, S. (2008). *De sociaal-pedagogische betekenis van de woonomgeving voor kinderen*. Gent: Academia Press.
- Engbersen, G. & Gabriëls, R. (2009). Sferen van integratie. Voorbij segregatie en assimilatie. In: Engbersen, G., *Fatale remedies. Over onbedoelde gevolgen van beleid en kennis*. Amsterdam: Pallas Publications-Amsterdam University Press, 57-79.
- Freire, P. (1972). *Pedagogy of the oppressed*. London: Penguin Books.
- Lawy, R., Biesta, G. (2006). Citizenship-as-practice. The educational implications of an inclusive and relational understanding of citizenship. *British Journal of Educational Studies*, 54,1, 34-50.
- Roose, R., Roets, G., Bouverne-De Bie, M. (2012). Irony and Social Work: In Search of the Happy Sisyphus. *British Journal of Social Work*, 42,8, 1592-1607.
- Soenen, R. (2006). *Het kleine ontmoeten. Over het sociale karakter van de stad*. Antwerpen/Apeldoorn: Garant.

Course content-related study coaching

Interactive support through Minerva.
By appointment

Evaluation methods

end-of-term evaluation

Examination methods in case of periodic evaluation during the first examination period

Written examination with open questions

Examination methods in case of periodic evaluation during the second examination period

Written examination with open questions

Examination methods in case of permanent evaluation

Possibilities of retake in case of permanent evaluation
examination during the second examination period is possible

Calculation of the examination mark
Periodic assessment (100%)