Youth Work Mobile 2.0

A competence framework for youth work in the age of smartphones and social media

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This partnership has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.
YOWOMO2.0 - Background

• The digital world increasingly forms young people’s natural habitat.
• Both the training of youth workers and their professional practice are challenged by the growing importance of smartphones and social media in young people’s lives.
• The knowledge, skills and attitudes needed for professional youth work in this age are described in the YOWOMO2.0 competence framework.
YOWOMO2.0 - Goals

Framework for Vocational and Educational Training (VET) of youth workers facing the growing significance of smartphones and social media in the life of their clients.

The framework will include:

- a description of the competences needed,
- the bodies of knowledge, skills and attitude,
- a tool to measure these competences,
- a description of professional products that serve as evidence of competence,
- criteria for the assessment of the professional products, and
- different training scenarios
<table>
<thead>
<tr>
<th>Partners</th>
<th>Description</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>THOMAS MORE</td>
<td>University College</td>
<td>Belgium</td>
</tr>
<tr>
<td>TONUSO</td>
<td>Centre for Youth Support</td>
<td>Belgium</td>
</tr>
<tr>
<td>HEUREKANET</td>
<td>Institute for Education, Research and Innovation</td>
<td>Germany</td>
</tr>
<tr>
<td>CONSORCIO PROVINCIAL DE DESARROLLO ECONOMICO DE CORDOBA CPDE</td>
<td>Economic development agency</td>
<td>Spain</td>
</tr>
<tr>
<td>SKARPÑACKS FOLKHO�SKOLA</td>
<td>Folk High School</td>
<td>Sweden</td>
</tr>
<tr>
<td>HAYATBOYU ÖĞRENME AKADEMISI</td>
<td>Lifelong Learning Academy</td>
<td>Turkey</td>
</tr>
<tr>
<td>UŞAK TİCARET MESLEK VE OTELCİLİK VE TURİZM MESLEK LİSESİ</td>
<td>Public Vocational School</td>
<td>Turkey</td>
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</tbody>
</table>
YOWOMO2.0 – Course of action

• October 2013 -July 2015
• multi perspective, trans sectorial focus groups to brainstorm, structure, write, review, and improve the framework
• Partnership meetings
• Visitation of schools and youth work organisations
• Discussions with local partners in between the meetings to get feedback (soundboarding)
• Training scenarios (Pilots)
• Evaluation
• Implementation
• Dissemination: yowomo2.wordpress.com
YOWOMO2.0 – Competence framework
Competences overview
YOWOMO2.0 – Competence framework
Example BoKSA

<table>
<thead>
<tr>
<th>TARGET GROUPS TO INTERACT ONLINE WITH DIFFERENT TARGET GROUPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The youth worker knows</td>
</tr>
<tr>
<td>• young people’s interests and needs in digital media and how</td>
</tr>
<tr>
<td>these interests influence an organisation</td>
</tr>
<tr>
<td>• the background, specific needs and requirements of each</td>
</tr>
<tr>
<td>target group (Training, Online, open youth club, Residential</td>
</tr>
<tr>
<td>care, Therapy, Crime etc.) for handling social media</td>
</tr>
<tr>
<td>• which media, procedures, tools and methods to be used in</td>
</tr>
<tr>
<td>specific contexts</td>
</tr>
<tr>
<td>• methods of youth work to solve problems and conflicts</td>
</tr>
<tr>
<td>arising from the use of social media in specific contexts</td>
</tr>
<tr>
<td>The youth worker is able to</td>
</tr>
<tr>
<td>• keep up with the target group</td>
</tr>
<tr>
<td>• communicate through different media and platforms</td>
</tr>
<tr>
<td>• motivate and encourage the different target groups using</td>
</tr>
<tr>
<td>social media and different platforms</td>
</tr>
<tr>
<td>• reflect the values (of the different targets groups) using</td>
</tr>
<tr>
<td>social media</td>
</tr>
<tr>
<td>• update, publish photos, etc.</td>
</tr>
<tr>
<td>The youth worker</td>
</tr>
<tr>
<td>• regards the youth world online</td>
</tr>
<tr>
<td>• is the same person online and offline</td>
</tr>
<tr>
<td>• is open to build new models of work with young people online</td>
</tr>
<tr>
<td>• is open to new approaches and ways of engaging with the</td>
</tr>
<tr>
<td>target group</td>
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</tbody>
</table>
YOOWOMO2.0 in practice - Pilot Training

Saxion University of Applied Sciences
Living Technology
School of Social Work
4th year Bachelor of Social Work
Minor Child and Youth Welfare
Professional Development
STARR & SMART
Self-guided learning projects
Instructional design (Blended Learning)

Self-guided learning projects

Interlocking design

- explorative & (re)searching
- situative
- problem-orientated
- self-directed
Blended Learning Scenario

- weekly status reports
- collaborative learning & writing
Assessments

formative

Minor Presentation (ECTS)
Internationalizing or professional development
Products of the project

summative

Presentations in Enschede/Münster/Córdoba
Reports for YOWOMO2.0 website
Evaluation - Training

Student’s reflections

• Challenge:
  • “The project was a challenge for me and therefore very interesting ...”

• Learning & Development:
  • “…I adopt a lot of new skills …”
  • “I learned a lot about social media and mobile devices”
  • “The project was very useful for my professional development as a social worker.”
  • “I am satisfied with the learning process ...”
  • “… it will be always a process and learning about social media never stops but I started to be aware of it.”
  • “… working ... wasn’t quite as successful as I thought it would be.”

• Motivation & Inspiration
  • “…I would like to learn more.”
  • “I think it will be interesting to transfer this project on adults, parents or teachers”

• Insights
  • “Trust and reliability are important issues ...”
  • “My client gave me the confidence that was important...”
YOWOMO2.0 in practice - Quiz

• Phrases from the “The Social Media Resource Kit” by Dr. Sun Sun Lim & Kakit Cheong
• Online tool to measure the competences
• 4 languages: English, German, Spanish, Turkish
• Quick impression of the competence level
• guides the trainees through different topics related to youth work in the age of social media and mobile devices,
• 3 parts:
  • My clients: young people and parents.
  • My colleagues and my organisation.
  • My professionalism and my practical skills.
• Competence score
• Self-assessment & monitoring

Professional identity

Act according to nettiquette paying attention to its effect on virtual community
- I am competent to do this.
- I am not competent to do this.

Manage my professional digital identity
- I am competent to do this.
- I am not competent to do this.

Adhere to an ethical code of conduct on online work
- I am competent to do this.
- I am not competent to do this.

Push the boundaries of using social media and mobile devices
- I am competent to do this.
- I am not competent to do this.
Machen wir mal was praktisches ...

- Bildet Gruppen, in denen mindestens 3 von Euch Zugang zum Internet haben
- Geht zum Quiz auf https://yowomo2.wordpress.com
- Teilt die 3 Teile des Quiz untereinander auf (einer mach Klienten, eine macht Kollegen/Orga, eine mach Professionalität)
- Macht den Quiz
- Benennt danach mindestens eine Stärke und eine Herausforderung bezüglich eurer Kompetenz
- Diskutiert untereinander, wie ihr die Herausforderung angehen könnt (SMART)
- Eine/r aus der Gruppe berichtet darüber im Plenum
Evaluation – Quiz (Sample)

Sex (N=52)
- Female: 56%
- Male: 44%

Age (N=52)
- Under 20 years: 15%
- 20-29 years: 40%
- 30-39 years: 31%
- 40-49 years: 14%
- 50-59 years: 6%
- Over 59 years: 0%

Language (N=55)
- German: 67%
- English: 33%

Professional background (N=52)
- Social area with higher education degree (social work, pedagogy, psychology, ...): 44%
- Social area with vocational education (kindergarten teacher, social care worker, ...): 48%
- Social area without education: 2%
- Not in the social area: 6%

Use of new media services and devices. If there is a new media offer / device ... (N=52)
- ... I'm first. I think it's important to know new things quickly: 25%
- ... I will have a look at it sooner or later and experiment with it a bit: 40%
- ... I wait until I've seen what others do with it: 35%
Evaluation – Quiz (Usability)

The questions are easy to understand. (N=53)
- Strongly agree: 139%
- Somewhat agree: 26%
- Neutral: 55%
- Somewhat disagree: 0%
- Strongly disagree: 0%

The structure of the quiz is understandable. (N=54)
- Strongly agree: 110%
- Somewhat agree: 24%
- Neutral: 57%
- Somewhat disagree: 8%
- Strongly disagree: 0%

The time required for the quiz is appropriate. (N=52)
- Strongly agree: 19%
- Somewhat agree: 40%
- Neutral: 27%
- Somewhat disagree: 27%
- Strongly disagree: 0%

The most interesting part of the quiz was: (N=50)
- My clients: young people and parents: 52%
- My colleagues and my organisation: 30%
- My professionalism and my practical skills: 18%
Evaluation – Quiz (Usefulness)

The score value (percentage) at the end of the quiz helps me to define my learning objectives. (N=53)
- Strongly agree: 27%
- Somewhat agree: 30%
- Neutral: 15%
- Somewhat disagree: 15%
- Strongly disagree: 13%

The list of my answers at the end of the quiz helps me to define my learning objectives. (N=53)
- Strongly agree: 26%
- Somewhat agree: 26%
- Neutral: 17%
- Somewhat disagree: 19%
- Strongly disagree: 8%

Doing the quiz I can get an overview about my skills. (N=56)
- Strongly agree: 38%
- Somewhat agree: 30%
- Neutral: 16%
- Somewhat disagree: 16%
- Strongly disagree: 9%

Doing the quiz, I am inspired to deal professionally with the issues. (N=50)
- Strongly agree: 40%
- Somewhat agree: 24%
- Neutral: 20%
- Somewhat disagree: 16%
- Strongly disagree: 9%
Summary and outlook

• The YOWOMO2.0 competence framework is both usable and useful.
• Implementation in VET practice will ultimately benefit young people.
• Further research should focus on:
  • measurement of competence and assessment tools
  • keeping description of competences up to date
More information?

Website:
www.yowomo2.wordpress.com
  • to learn more about the project and partners
  • to download the competence framework documents in pdf
  • take the YOWOMO2.0 Competence Quiz
  • follow the blog via e-mail/RSS for updates

Contact:
  • Lutz Siemer: l.siemer@saxion.nl