

Inter University Centre Dubrovnik

Social Work Theories and Methods

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## PRACTISE LEARNING

In the neo liberal time we can experience how this influence upon our society, our everyday life and even our universities. Effectiveness, more students, shorter time, more great lectures, less group work, less supervision, less practice periods, more exams.

Besides all this our students are younger, more than 37% come to the University directly from high school, less work- and life experiences.

In the period from 1960-1990 supervision was obvious in the education and also among social workers in the field. All of us received supervision from an experienced social worker. Our union told us we were entitled to this, and we were socialized to think this was important for our professional development.

We read about the administrative aspect, developed by Octave Hill in 1890 (England), and the educational aspect, developed by Charlotte Towle in 1930(USA) and the supportive aspect by Alfred Kadushin I 1976 (USA).

And today, where are we now, thinking about supervision?

Supervision is a processual matter and a matter of target. The first one is about the way the student try out themselves and their professional selves, sense to be somewhere between what they manage and not manage, dear to feel the anxiety and hopefully will grow

professional. Targets are made to give the growth direction, they have to be realistic, concrete, not too big and not too small. These two aspects do not exclude each other.

When the students are back from their practical period (16 weeks the 5<sup>th</sup> semester) they are all delighted. "My supervisor said..... and my supervisor did....." Most of them are really satisfied with their supervisor, the practical period, the clients, the working place etc.

When we asked them to fill in a quest back questionnaire, around 88 % answered (68 students), and the majority was very satisfied. 46% of the supervisors (35) answered the questionnaire, but those who did, were very content as well.

We want to go behind these questionnaires, what can we get of information when we do interviews of depth with the supervisors and focus group interview with some students.

First here I will present some aspects about learning. And afterwards I will present the survey.

**THERE ARE THREE FORMS OF LEARNING: SUPERVISION,  
TRAINING AND ACADEMICAL LEARNING (RESEARCH BASED)**

Economical pressure has lead in the direction of more formal competence - the school model

**SUPERVISION** is the best way for each individual, if personal growth and development is the purpose. But this is expensive

TRAINING is suitable for learning a method: Training is helpful when the purposes are socializing, model-learning, social skills and learning targets defined by the person or the system

ACADEMIZING is a process where those with scientific competence take care of the premises for knowledge content and knowledge appropriation

An "effective" class room teaching is less expensive

I will discuss these three forms of learning, their similarities and differences, and their advantages and disadvantages

Keywords: supervision, training, academic learning

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	<b><i>SUPERVISION</i></b>	<b><i>TRAINING</i></b>	<b><i>SCIENTIFIC ARRANGEMENT</i></b>
<b><i>COMMUNICATION</i></b>	ONE TO ONE	MORE TO MORE, PRACTISE	ONE TO MANY LECTURTURE READING DISCUSSION
<b><i>TEACHING AGENT</i></b>	EXPERIENCED PRACTIS- IONAR	EXPERIENCED PRACTIS- IONAR	RESEARCH
<b><i>RECIEVER</i></b>	PRACTIS- IONAR	PRACTIS- IONAR	STUDENT
<b><i>CONTENT</i></b>	KNOWLEDGE JUDGEMENT	PROCEDURES METHODS	GENEREL KNOWLEDGE
<b><i>FORM OF ASSESS- MENT</i></b>	FOCUS ON THE INDIVIDUAL CONTEXTUAL SKILLS	SKILLS	BASED ON KNOWLEDGE PRODUCTION
<b><i>CONDI- TION</i></b>	EXPERIENCED PRACTIS- IONAR TIME	SPECIFIC OFTEN BASED ON MANUALS METHODS	RESEARCH BASED KNOWLEDGE & THEORIES, EDUCATIONAL INSTITUTION
<b><i>PROFIT EFFECT</i></b>	PERSONAL PROFESS- IONAL DEVELOPMENT	ACQUIRE METHODS	THEORETICAL& RESEARCHED BASED KNOWLEDGE
<b><i>SYSTE- MATICS</i></b>	DIFFICULT TO SYSTEMATIZE	SYSTE- MATICAL, BUT NARROW & FOCUSED, FIXED DESIGN	SYSTEMATICAL, OFTEN WIDE FIXED DESIGN

	<b><i>SUPERVISION</i></b>	<b><i>TRAINING</i></b>	<b><i>SCIENTIFIC ARRANGEMENT</i></b>
<b><i>PROFIT ADVANTAGES</i></b>	INTEGRATION OF SKILLS & KNOWLEDGE, ADJUSTED THE INDIVIDUAL, CONTEXT - RELATED STRENGTHEN MASTERING, STRENGTHEN SELF-KNOWLEDGE, FLEXIBLE PROFESSIONAL SOCIALIZATION	SECURE STANDARD OF PRACTISE, GIVE MASTERING EFFECTIVE	MOST EFFECTIVE ON BASIS-KNOWLEDGE, STRENGTHEN INTELLECTUAL SKILLS, PROFESSIONAL HORIZON
<b><i>DIS-ADVANTAGES</i></b>	DEPENDENT ON THE PERSON, TIME-DEMANDING, KOSTBAR???	LITTLE FLEXIBLE, OFTEN NOT CONTEXT-SENSITIVE	THE KNOWLEDGE CAN BE DIFFICULT TO APPLY, CONTEXT LØS? GIVE A POORLY PLATFORM FOR PROFESSIONAL PRACTISE

	<i>SUPERVISION</i>	<i>TRAINING</i>	<i>SCIENTIFIC ARRANGEMENT</i>
<i>TYPE OF AUTHORITY</i>	THE PROFESSIONAL PRACTISIONAR	THE METHOD-OWNER	THE RESEACHER, THE SUBJECT
<i>COSTS</i>	HIGH	MODERATE	LOW