

# DEVELOPMENT OF A SUBJECT-SPECIFIC HIGHER EDUCATION DIDACTICS FOR SOCIAL WORK MANAGEMENT

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## Purpose

This study aims at the development of a subject-specific higher education didactics for 'Social Work Management Education' based on an integrative theory-practice transfer model.

## Social Work Education-Providing Solutions for Social Issues

- Social work values, knowledge, and skills, applicable on nano-, micro-, mezzo-, and macro-levels
- Integrative knowledge from relevant academic disciplines, e.g. anthropology, education, psychology, sociology, management, and political science
- Dialectic and systems analysis as key to theory and methodology
- Collaborative learning through group and teamwork
- Emphasis on student research, critical skills of self-examination toward increased self-awareness on social justice and civil society, problem-solving, and other transferable skills social research methodology

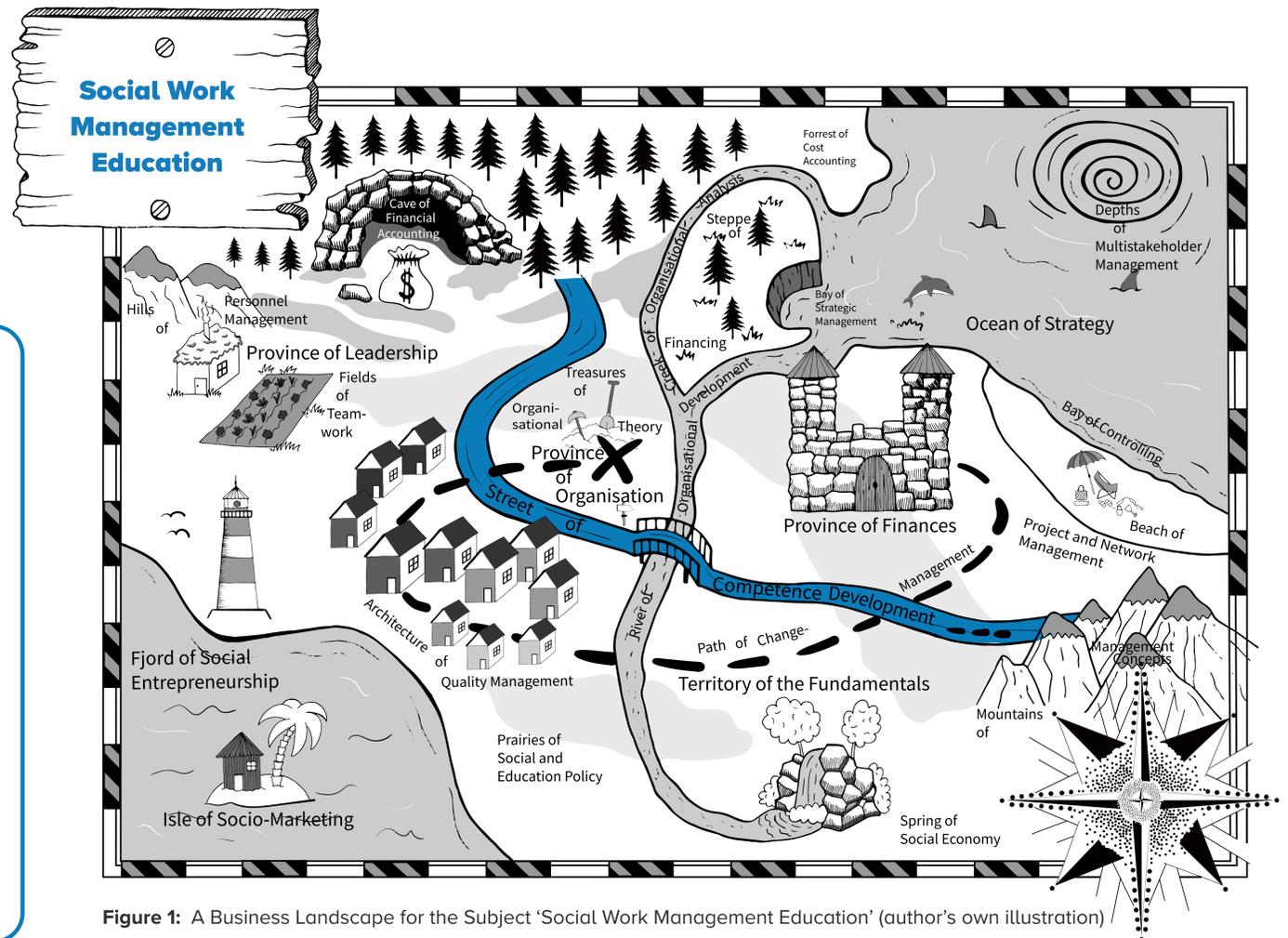


Figure 1: A Business Landscape for the Subject 'Social Work Management Education' (author's own illustration)

## Management Education - Application of Practical Knowledge

- Skills: critical thinking, creative problem-solving, collaboration, communication; flexibility and adapting to ever-changing organisational needs; information, technology, and media literacy
- Modes of learning: practical classroom learning and work-related learning
- Evidence-based practices by incorporating the views of the intended recipients of the solutions
- Develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.
- Research and benchmark practices in coaching, outcome assessment, learning styles, on-line learning across cultures and environments
- Educational frameworks, materials, processes, and environments that enable effective learning experiences for responsible leadership

## Towards a Subject - Specific Didactics of Social work Management

- Theoretical-conceptual level: Social Work Management as an object of management and social research
- Practical transfer level: Management and social research as a resource for development of professional practice
- Communication and discourse level: Translational competence as component for professional Practice-Theory-Transfer

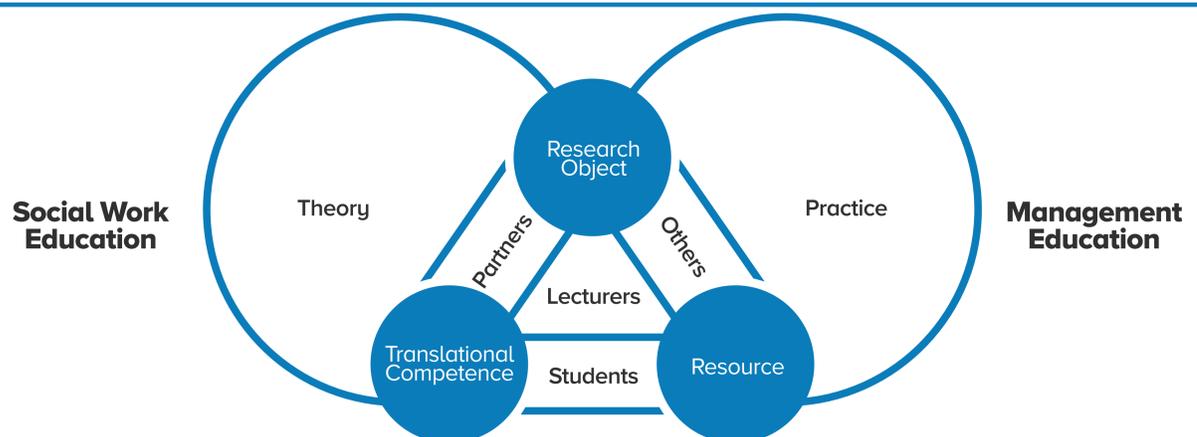


Figure 2: An Integrative Theory-Practice Transfer Model (author's own illustration)

## Discussion and Conclusion

- Professional competence is a core objective to social work management education.
- In higher education, experiential learning can be triggered by discussing case studies, reflecting on group work in the course, or by reflecting on professional experiences.
- Fostering collaboration of higher education institutions, employers, and other stakeholders from different societal sectors.
- Practitioner research as part of social management education, such as teaching research projects, service learning, and third-party funding.
- Theoretical advances or empirical evidence about effective and innovative instructional methods, technology, institutional structures, and education policies.

## Reference:

Arnold, M. (2020, in press). Rethinking Transfer in Leading Change in Human Service Organizations: The Threefold Relationship between Science and Practice. In Baikady, R., Sajid, S.M., Sakaguchi, H., & Shengli, C. (Eds.), *The Palgrave Handbook of Global Social Work Education*. London et al.: Palgrave Macmillan.

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