

Academic Guide Exchange 2022-2023

Faculty of Social Work and Education – Educating Children in an Urban Environment



let's change
YOU. US. THE WORLD.

Educating Children in an Urban Environment

THE HAGUE
UNIVERSITY OF
APPLIED SCIENCES

Academic Guide Exchange 2022-2023

Faculty of Social Work and Education – Educating Children in an Urban Environment

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Foreword

Please provide a short summary of the document and welcome to the exchange students.

First of all we would like to welcome all international and national students, graduates, staff who will contribute to and who will make this course a success.

Respect for one another is essential and is what will make this course so successful.

It is important to realize that every student's contribution in discussions, in trying to define an opinion is of extreme importance. In such a course we respect each other with every one's pronunciation of English, with every one's habits, questions and so on. On the other hand every student is supposed to have arrived with an open mind and questions and answers, which are open for discussion.

However, we would like to remind you, that your English must be at a level that empowers you to speak, to understand, to write and to listen to English. A second strong recommendation is that students are competent to do a range of work on the computer.

The first day of the introduction week is very important for all students to attend. If it is impossible for a student to arrive within these two weeks, it won't be possible for this student to join the course. So make sure that your arrival is before the start of the course and everything is well arranged within the deadlines that have been set!

We hope you all will have a fantastic time in the Netherlands, will enjoy the course and will finish with: I learned a lot.

In this document you will find the course description and information necessary for you to be updated.

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Introduction to the course

An ever-greater number of children around the world are growing up in major cities. This may be one of the reasons behind the growing interest (in both the Netherlands and the wider world) in urban education and youth policy in the broadest sense of the word. Located in one of the Netherlands' major cities, The Hague University of Applied Sciences offers plenty of interesting challenges and opportunities for our study program. Our minor in urban education explores the urban environment – the place where families, children and teenagers grow up – and focuses on the various inherent opportunities and challenges.

Various aspects of this urban environment are relevant to the education sector. Major cities serve as a valuable source of culture and heritage, while offering a tradition of citizenship. Schools can readily access these valuable resources through the city's many museums, architectural features, cultural institutions, higher education institutions, debate centers, special interest organizations and cultural and political elite.

Are Dutch children the happiest?

This module is based on the Unicef report in which research has shown that Dutch children are ranked the highest when it comes to wellbeing in 29 of the wealthiest countries. The media has taken the outcome of this report in discussing the reasons why Dutch children are the happiest children in the world. This module will highlight the concept of wellbeing, what wellbeing is, how it effects the development of children and the significant effect that education has on the wellbeing of children. The urban setting is a wonderful setting to explore the concept of wellbeing in all its forms.

You can find the Unicef report through the following link https://www.unicef-irc.org/publications/pdf/rc11_eng.pdf

In a recent research report it shows that the mental wellbeing of Dutch youth is significantly healthier in comparison to their European peers. <http://www.ggznieuws.nl/nederlandse-jongeren-zijn-mentaal-gezonder-dan-europese-leeftijdsgenoten/>

The first report focuses on 5 dimensions which contribute to the wellbeing of children; Material wellbeing, Health and Safety, Education, Behaviours and risks, Housing and environment. According to the researchers they consider these 5 dimensions to be most influential to the wellbeing of children. In this module you will do research about the indicators that contribute to a child's wellbeing in an urban setting, considering the educational perspective. Within the indicator Education, you can find many factors that may contribute to children's wellbeing. What aspects of Education contribute to the wellbeing of children?

We recommend that you use this report as a guideline for your own research. You may study this report to find out the multiple indicators that have been used for the research and to use this indicators as a

means for your own research.

Research area

Your field of research has its base in The Hague and its surroundings. The Hague counts many institutions that are internationally and nationally well-known and respected. The Hague shares many characteristics with other major cities.

- Major cities are also frequently characterised by an aggregate of social and economic problems. These problems also tend to crop up in the schools located throughout the urban neighbourhoods and districts;
- With a broad range of communities, social groups, education and job opportunities, major cities also offer children and teenagers the opportunity to climb the social ladder;
- It is easier to operate anonymously/individually and break away from your own group/cultural background in a major city than it would be in a village or suburb. Conversely, people may find it difficult to break away from their cultural background in a major city and end up feeling trapped. This is clearly illustrated by the limited perspectives and opportunities offered to children and teenagers in ghetto-like neighbourhoods.
- Major cities are highly varied environments when it comes to language and language use. This phenomenon has a direct impact on education institutions and applies to language in terms of both literacy and as a form of cultural expression;
- The fact that urban environments have a relatively small middle class is also relevant to the education sector. After all, many of the professionals operating in and around this sector represent the middle class and may not necessarily have the required frame of reference to communicate effectively with children and parents from higher or lower social strata. This means they will have to bridge cultural gaps that separate them from the people for whom they work.

Course title	ECTS	Semester 1 Term 1	Semester 1 Term 2	Semester 2 Term 3	Semester 2 Term 4
Educating Children in an Urban Environment	15				

Practical information

Table of content

Title course	
Credits	15 ECTS
Code	SWE-HMVT18-1-UED
Entry requirements	English must be at a level that empowers you to speak, to understand, to write and to listen to English.
Semester	Term 1
Method	Lecture, COIL, workshop
Lecturer(s)	Nora Daoud, Marjoleine Nes, Maarten Thissen
Learning outcomes	<ul style="list-style-type: none"> • The student is able to relate the urban context to opportunities and challenges a child experiences. • The student comprehends the indicators of children's wellbeing and is aware of how this may affect the academic achievements of a child. • The student is able to process the theoretical and practical achieved results on a website by applying adequate research skills. • The student is able to work in a partnership with other group members. • The student is able to produce a professional product in the English language. • The student is able to reflect on the learning process and knows how to translate this in a written evaluation.
Recommended or required reading/tools	https://www.unicef-irc.org/publications/pdf/rc11_eng.pdf
Assessment methods	Professional product (70%), Presentation (30%)
Level	Third or fourth year (for regular bachelor student)
Course content	

Wellbeing of children; a closer look

During the meetings, lectures and excursions different (theoretical) aspects of growing up in cities will be discussed. A major focus will be on the indicators of wellbeing of children and how this may affect the academic career of pupils. You will work in groups of three or a maximum of four students.

It is important that you are aware of the social environment in which Dutch children live, how these social, educational and physical environment contribute to the wellbeing of children and how these environments effect the social mobility of children in (Dutch society).

If it is possible to observe the environment of the pupils at school, this is of course the best way to conduct your research. You might use your own family, friends or neighborhood resources to conduct the observational part of the research. You may consider setting up a questionnaire for children, teachers and experts concerning wellbeing from an educational perspective. What is the importance of the pedagogical expertise and educational level of teachers, materials, the surrounding environment, the city, the neighbourhood, the street, peer group, family, school, availability of playgrounds, distance from house to school, (in)dependency, safety, eating habits, etc. You might also research the sociological aspects. How would you characterize the family circumstances, the cultural and religious backgrounds, parenting situation, the peer group, social cohesion, opportunities for social mobility, health, wellbeing etc. Many indicators are not directly visible but are quite essential to wellbeing.

In The Netherlands, many issues are policy based. In what kind of way and to what extend will you find these policy based issues in the daily life of a child? Many plans have been made by the government and are often implemented as such. To what extend does this influence the life of children? Can working parents make use of day care facilities and do they receive an allowance, are there after school activities for children and to what extent does the school provide these activities? Does the government subsidize school expenses when it comes to for example the use of laptops or other educational equipment? How does this government intervention show and becomes apparent? Can you compare it to government interventions in other countries and how does this work out for the academic achievements of children?

The final product that will be presented and assessed needs to be done in a professional and formal manner. Remember that you have to refer properly to your sources (using the APA-guidelines). The research is supposed to be conducted in a group of 4 students.

By the end of the second week of the module you are supposed to hand in a first plan of action which contains:

- The subject you would like to do research about
- A main research question with sub questions

- The research methods you would like to use (literature, observations, questionnaires, interviews)
- The participants of your research (experts, teachers, parents, children etc.)

It is important that every individual has thought about the subject by advance and has already thought about interesting topics he or she wants to do research about. It is therefore crucial that you've already done your own small research and that you've already learned about the report. We advise you to prepare yourself in the week prior to the beginning of the course.

You will have lots of time and the opportunity to set out and set up your research. It is therefore your own responsibility to contact the institutions, teachers and experts to get the answers and results you need.

Website

To be able to follow up on your research you will set up your own website, in which you will blog and vlog (make sure you take the privacy guidelines to heart) the process of your research. By the end of the program you have set up a website in which the outcome of your research can be followed from the beginning to end, mentioning the different steps you've taken and the literature you've used. Throughout the research you need to be able to show the connection between theory and practice.

Presentation

In the last week of the program each group will get the opportunity to proudly present their website and the outcome of their research to the teachers and their peers.

Excursions

There will be excursions planned during the course program. Some excursions will be at your own expense. We will try to keep these activities as low budget as possible.

Mentor

Each group will have its own mentor. The mentor is available for questions, guidance and tutoring throughout the research. The mentor can advise you in how to perform the research and may give you ideas in who and how to approach for interviews, questionnaires etc.

Plan of action during the minor

In the first week it is important that you discuss the plan of action with your group, so that you can discuss this in the second week of the program with your mentor.

In the second week you take action to find theory about your subject (list of literature sources), while you already look for and contact experts, teachers, institutions, to be able to do interviews, questionnaires etc.

In the third, fourth and fifth week you have found and written out your theoretical approach.

In the fifth, sixth and seventh week you have set out your practical research and you are collecting data so that you can work this out in the eighth and ninth week.

In the eighth and ninth week you will finish your professional product (on your website)

Responsibility of every group member

It is important to emphasize that this is a groups' achievement. If a member of a group does not fully cooperate or does not fulfill its individual tasks set by the group then he or she won't be able to successfully finish this minor. Therefore, make sure you set up a contract with all the tasks that needs to be done and the consequences that will be set in place when the expectations are not met. Make sure that all the group members agree and that the contract is assigned by all the group members, before you begin your activities.

Guest lectures

There are multiple guest lectures that can give you some interesting insights on children's wellbeing. These meetings will be online. You can find the lectures in the time schedule.

How to make groups

Make sure that you've got some interesting topics (concerning wellbeing) to discuss with your peers on the first day of the introduction. On the first day we will do some activities in which the groups will be created based on their common interest and/or personal cooperation skills.

The content of the website

In the appendix you can find a research paper format you can use as an example to fill your website with content. You can use all these components to mention on your website. You can be creative on how to set up your website, but it is important to consider the assessment criteria.

Tasks

Pre-tasks. Before you start with this module, you are required to gather some information a week prior to the introduction. On the first introduction day you bring the following data:

- **Hand in a personal short list of aims/objectives** for this course.
- **Prepare a 2 minute pitch of** personal interest in a subject concerning children's wellbeing
- **Think** about your personal network and resources you can use to perform and set out the research (family, school, work, institutions, own expertise etc.)

**) Note 1: There is no "academic 15 minutes" before sessions are starting! Be on time!*

**) Note 2: If you won't be able to attend (online) lectures, make sure you notify your mentor.*

**) Note 3: Make sure that your group is not effected negatively because of your absence.*

Annex 1: Professional product research paper

Research paper

An aerial photograph of a large, modern, circular building with a glass facade and a central courtyard. The building is surrounded by a cityscape with various buildings and greenery. The sky is clear and blue.

The Hague University of Applied Sciences

[Studentnames and –numbers]

LAYOUT:

- Arial or Times New Roman (11 or 12) 1,5 pt
- 15 – 25 pages

Summary

The abstract needs to be written when you have finished the paper and contains a complete, substantive summary of the essential information in the document (all chapters). The research question, the answer to it and the most important conclusions needs to be included.

Do not mistake the abstract with the introduction.

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Chapter 1 Introduction

This chapter begins with a description of the cause of the subject. This is a result of a theoretical pre-examination of the literature of at least 2 relevant and reliable sources (**APA guidelines are required**).

In this paragraph the importance of doing the research about this subject needs to be highlighted in a substantive manner? There are many factors which contribute to the development of children in an urban setting. Input has been given through lectures and literature. In the introduction this input needs to be narrowed into a clear and objective research perspective.

When hypotheses comes about (a presumption that has been made prior to your research and which also determines the design and execution of your research) this needs to be well substantiated. Only when this has been done, the research can be used to either confirm or reject the hypotheses.

1.1 Objective

This paragraph consists of a short and precise situation draft as an outcome at the end of the research. What is the goal of this research, what do you want to achieve?

1.2 Research question

This paragraph consists of the research question.

With a base of the research question a few sub-questions needs to be formulated. Just like the research questions, these need to be specific and workable and they need to contribute to the outcome/answering of the main research question (no more than 8 sub questions).

1.3 Abstract

The last paragraph of chapter 1 contains a summary of the most important core concepts in the document. Give a short explanation in the way these concepts needs to be interpreted by the reader.

Close this paragraph with a short description of the content of the document.

Chapter 2 Theoretical framework

Introduction

Introduce, from this chapter on, every chapter with a short text in which you provide information about the content of the chapter. Write this short text from the context of the problem analyses, the objective and research question which results in a short description of the subjects that will be discussed in the various paragraphs.

2.1 Paragraphs

The content of this chapter is meant to answer the sub questions. With a base of the objective and research question the most relevant theoretical background information needs to be worked out coming from reliable sources.

The relation between the research question, the objective and theoretical framework needs to be clear. This can be achieved by writing a short summary at the end of this chapter in which this relation is explicated.

Chapter 3 Research design

Introduction

Introduce this chapter with a short text describing what the content of this chapter will be. This should be written from the context, objective and research question. Make sure that this chapter is well thought of before this element of the research is put in practice. Write this chapter therefore in *present simple*.

3.1 Involved - participants

In this paragraph there is a description of those who are involved with the research (participants). It is not permissible to use the names and other privacy noticeable information of the participants. Describe the specific role of each participant.

3.2 Research methods and other procedures

In this paragraph the research methods will be described with the substantiating motives of these choices. The reasoning behind the use of these research methods needs to be motivated with plausible and reliable sources concerning research methods.

Of each research method there is a description of which participants are involved and what their specific role is during the research process.

To ensure the reliability level of the research there needs to be a clear description on how the research methods will be executed. In this case it is permissible to refer to the sub questions (as a mean).

If observation checklists and/or question lists are being used, make use of existing lists from relevant researches.

3.3 Ethical matters

In this paragraph there is description on how ethical matters are dealt with.

Chapter 4 Research results

Introduction

This chapter begins with a short introduction in which the factual results will be discussed. Make sure that it is not permissible to mention (hidden) conclusions.

4.1 Paragraphs

In the previous chapter there might have already been given a lot of information concerning this chapter. Hence, do not use double texts.

This paragraph involves specific and relevant information that has been an influence in how the data collection has been acquired and in what circumstances this has happened.

Also in numerous paragraphs the research results are discussed. The results of the practitioner research involve the answers to the sub questions and are written in an orderly and clarifying fashion in which the reference with the main research question is made clear. Emphasize the most important results and do not make use of too much graphics.

Chapter 5 Conclusion

Introduction

This chapter begins with a short introduction in which objective and research question is 'brought back'. The research question is mentioned explicitly.

5.1 Conclusions

With the base of the theoretical framework and the research results, in this paragraph there is a summary of the most important conclusions. There needs to be a demonstrable link between theory and practice. The conclusions are well substantiated and lead to the answering of the research question (this needs to be mentioned explicitly). Do not confuse making conclusions with a summary. This is not a summary of what there has been discussed in the theoretical framework and the practitioner research.

5.2 Recommendations

Conclusion often lead to a clarifying set of tangible (concrete) recommendations. These are well substantiated and foreseen of a description in the way these can be concretized.

Chapter 6 Reflection

Introduction

A short introduction on how the personal and critical review on the research process in this chapter will be discussed.

6.1 Paragraphs

This critical review consists of a description on how the research process (from the point of view of the researchers) has developed. In this description the reasoning behind the choices for the various sources are discussed.

This paragraph also contains a description of all the matters that were a cause to limitations in executing the research properly. Make mention of possible solution or alternatives for future research.

Describe how the research process has contributed to your personal development as a (future) educative professional.

The research results might have given reason to supplementary studies. Make mention of this.

Assessment criteria Paper 2022-23

Student

Name	
Title paper	

Assessment:

Points	
Grade	

Date:

Supplement assessment form research paper

Susceptible criteria

Every assessment starts with an overall impression of the quality of the paper. With this overall impression the susceptible criteria below apply. Only when these criteria are met, the complete paper will be assessed.

Susceptible criteria	Approved	Clarification
Paper has been written in acceptable English; writing style is objective, matter-of-fact approach and accurate.		
References in the text and bibliography are according to the APA guidelines.		
Bibliography contains a good balance between books, articles and digital sources.		
Document in Word. Name, title of paper and date are mentioned.		

Assessment paper with respect to content (70%)

The paper will be assessed on 10 criteria. Each criteria will be valued with one point when on competence level. The assessor can appoint extra points per criteria.

If every criteria of the paper has been scored on a competence level, the paper is credited with 55 points, which is equal to 5,5 (sufficient). Extra 45 points can be appointed by the assessor to each criteria (total extra points 45). If scored 45 extra points then final grade is 10.

Assessmentscriterium	Insuf	Competence level	Comp.	Advanced level	Advanced Level
Points	0		Sufficient		EXTRA
0. Summary		1. The summary describes the main subjects of the research in a whole and makes clear what the research is about, how the research has been executed and what the results of the paper are. 2. The summary can be read independently.		1. The summary gives a clear view in the main issues of the paper and offers the reader the most important conclusions and recommendations. 2. The summary gives an insight of the scope of the research (extend and how it can be generalized)	1-3
1. Introduction		1. Introduction of the subject is clear outlining the assignment		1. The assignment is introduced in an innovative way that shows exceptional commitment/engagement to the topic	1-3
Remarks					

Assessment criterium	Insuf	Competence level	Comp.	Advanced level	Advanced Level
Points	0		Sufficient		EXTRA
1a. Research objective		1. The objective is clearly formulated and has a link to the lecturers input and practice. 2. From the objective it becomes clear what the intend of the paper is.		1. The impact of the objective has been written for all the concerned participants. 2. It has been made explicit how the gains of the research can be brought to the attention of the work field.	1-3
1b. Research questions		1. The research question is followed up by sub questions which are relevant to the research.		1. The formulated sub questions are clearly necessary to be able to answer the research questions and have a strong link with the main research question.	1-4
2. Theoretical framework		1. The sources that are mentioned are sufficiently linked to the research question and sub questions. 2. With the use of theory, relevant concepts are described and/or defined in a clear manner 3. The sources that are mentioned are considered as a base for practical research. 4. There has been made use of a broad scale of literature which are linked to the research and sub questions.		1. The sources are briefly summarized and are directly related to the practical research. 2. Made use of relevant sources to explore the research questions from different perspectives. 3. Different perspectives/insights are explicitly correlated to each other.	1-6
Remarks					

Assessment criterion	Insuf	Competence level	Comp.	Advanced level	Advanced Level
Points	0		Sufficient		EXTRA
3. Research methods		1. The process of data collection and data analyses is described in detail. 2. The choices concerning the research method(s) are related to the research questions and theoretical framework. 3. The research population is clearly described. 4. The research measures are clearly described.		1. Chosen research measures are justified in relation to the theoretical framework. 2. Justification on how the choices between different research measures have been made. 3. Chosen research population is justified. 4. Lecturers input throughout the course are included	1-5
4. Research results		1. Data-analysis techniques are correctly executed. 2. The results are a logical follow up from the analysis. 3. The results are traceable and presented in an orderly fashion.		1. The results are discussed in an objective manner. 2. There is mutual correlation between the results	1-6
5a. Conclusion		1. The answer to the research question can be found in the conclusion 2. The conclusion is explicitly justified out of the research results		1. Possible explanations are given for the outcome of the research. 2. The conclusion is related to a broader context than the	1-5
5b. Recommendations		1. Recommendations are do-able and are justified from the research results. 2. Recommendations offer tangible/concrete pointers for the education practice.		1. Description on how and to which extend the results can be used for the education practice 2. Concrete recommendations for supplementary research.	1-4
Remarks					

Assessmentscriterium	Insuf	Competence level	Comp.	Advanced level	Advanced Level
Points	0		Sufficient		EXTRA
6. Individual reflection		1. Reflection includes some reference to what is learned with regards to the subject. 2. Description on the influence of the research process of their own development as a teacher.		1. Description on how the process of the research has evolved and points out possible weaknesses of the research. Describes on how these weaknesses could have been done differently. 2. Description on which other factors could have been an influence on the research results.	1-4
Extra: Broader importance of the paper		1. Paper has an exceptional surplus value for the education practice.		2. Strong analytical/critical abilities and well-considered view on education.	1-2
Remarks					
Total points (grade)	0		55 (5,5)		45 (10)
Remarks					

ORAL PRESENTATION EVALUATION FORM (20%)

Subject:

Group:

Teacher:

Date:

Grade:	Insufficient	Sufficient	More than sufficient	Good	Excellent
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Presentation content

Introduction					
Research objective clearly stated					
Context and importance of research demonstrated					
Results easily and clearly interpreted					
Conclusions to point, corresponding to research question					

Visual aids

Clear, catchy slides, not too much text					
Text/colors not distracting					
Font (size, quality, style)					
Figures showing results effectively					
Smooth transition from issue to issue					

Performance

Eye contact with the audience					
Voice					
Articulation					
Pace					
Engagement					
Body language					

General

Ability to answer questions					
Adherence to time limit					
Clear message					
Organization information					