Top of Form

Anderson-Ketchmark, C. and M. E. Alvarez (2010). "The Heart of Learning and Teaching An Online Resource." Children & Schools **32**(3): 190-191.

The article reviews the online publication "The Heart of Learning and Teaching: Compassion, Resiliency and Academic Success."

Anderson-Meger, J. (2011). "Critical Thinking and E-Learning in Social Work Education." International Journal of Business, Humanities & Technology **1**(2): 17-27.

The following literature review and critique is an exploration of critical thinking in on-line social work education. Social work has been torn between the benefits and limitations of on-line education and has fallen behind other disciplines in the use of on-line education. On-line education has numerous benefits and when used appropriately can serve several important outcomes. Critical thinking can be enhanced in social work education by the use of on-line pedagogical processes. This article reviews the literature to offer definitions of critical thinking in the social work profession, define models of teaching critical thinking in an on-line environment, and provide recommendations for future research and application. The intent is to encourage an open mind in the use of on-line platforms for teaching certain competencies in social work. [ABSTRACT FROM AUTHOR]

Bellefeuille, G. L. (2006). "Rethinking Reflective Practice Education In Social Work Education: A Blended Constructivist And Objectivist Instructional Design Strategy For A Web-Based Child Welfare Practice Course." Journal of Social Work Education **42**(1): 85-103.

This article reports on the findings of an evaluation of an online competency-based child welfare practice course, paying particular attention to the instructional design principles and features required to promote the learning and enhancement of skill sets for reflective anti-oppressive social work practice. The article examines the application of constructivism to the instructional design principles and teaching strategies of the online course.

Harris, D. M. and D. E. Parrish (2006). "The Art of Online Teaching: Online Instruction versus In-Class Instruction." Journal of Technology in Human Services **24**(2/3): 105-117.

This article examines objective data regarding learning outcomes of students who participated in asynchronous online (web-based) instruction versus in-class (traditional) instruction. Data presented suggests a significant difference in the student's comfort using a computer alone, comfort using the internet and learning outcomes between online and in-class courses. However, no differences were found related to comfort with word processing or Power Point. There were no significant differences found between online and in-class students' internal locus of control beliefs. The authors suggest how these findings can be used to improve students' success; however, these findings should be considered tentative based on the small sample size in the online group (n= 5). [ABSTRACT FROM AUTHOR]

Larsen, A. K., et al. (2011). "Teaching and Learning Community Work Online: Can E-Learning Promote Competences for Future Practice?" Journal of Technology in Human Services **29**(1): 13-32.

This article presents a case study of an online course in Community Work and the learning outcomes for an international group of students participating in the course. Examples from the process of, and results from the development of virtual-learning material are presented. Finally, the students' learning experience and competences achieved by the use of innovative learning material and ICT communication tools are presented. [ABSTRACT FROM AUTHOR]

Littlefield, M. B. and E. M. Bertera (2004). "A Discourse Analysis of Online Dialogs in Social Work Diversity Courses: Topical Themes, Depth, and Tone." Journal of Teaching in Social Work **24**(3/4): 131-146.

Online discussions can extend learning experiences beyond the time and space of the classroom, allowing students more time to process information, and an additional mode of expression for those who are less active in open classroom discussions. They may be especially appropriate for teaching sensitive or controversial subject matter such as oppression and diversity, which is required by the Council on Social Work Education. This study investigated topical themes, depth, and tone of online dialogs in social work diversity courses at two universities in the mid-Atlantic area. Discourse analysis-a type of content analysis is employed to gain a deeper understanding of the learning experience, and to compare the impact of anonymous and identified participation in the dialogs. [ABSTRACT FROM AUTHOR]

Lynch, D., et al. (2001). "Critical Thinking and the Web." Journal of Social Work Education **37**(2): 381-386.

More student than ever are turning first to the World Wide Web when conducting research. As you read their papers you become painfully aware that many do not differentiate cybertreasures from cybertrash. Students tend to approach online information the same way they approach the professional literature found in the library. Teaching students to evaluate online information provides an opportunity to sharpen critical thinking skills. Specific criteria include noting a website's domain, sponsorship, authorship, currency, scope, and accuracy. Students should be especially cautious when using information posted on commercial websites because these .com websites promote products. While information may be posted on commercial websites as a public service, this information may only be posted if it does not conflict with product promotion. Students will not be able to tell much about a sponsoring institution that has the network domain. Such websites can be sponsored by a network provider, a commercial, or even a nonprofit organization.

Maidment, J. (2005). "Teaching Social Work Online: Dilemmas and Debates." Social Work Education **24**(2): 185-195.

The stampede towards delivering tertiary education online has been well documented in the academic literature and newspaper media. A great deal of this writing has been characterized by an acute division between those who support and those who deplore this paradigm shift in the way education is offered to students. Not withstanding a few notable exceptions, social work as a discipline has yet to fully engage in this debate, watching, as emerging technologies radically change the way education and social services are delivered. This article provides an overview of the literature related to online learning in social work. In particular the global context influencing the delivery of education is investigated; the major themes emerging from the literature are highlighted; the opportunities and obstacles for teaching and learning social work online are examined, and finally questions relating to the cultural implications for delivering social work education online are identified using a constructivist framework. [ABSTRACT FROM AUTHOR]

Maple, M. (2010). "Developing Web-Based Distance Education for Rural Social Work Students." Women in Welfare Education **9**: 40-49.

Educational requirements for students studying Social Work include covering the theoretical and practical skills (including fieldwork) required of a social worker in order to meet eligibility requirements of the relevant professional body upon graduation. A fundamental part of this education is the development of the student's ability to understand the association between human behaviour and complex social interactions. Historically, such education took place in lecture theatres and tutorial rooms where students were able to debate a range of diverse views within a relatively safe environment. Today, however, many students are opting to undertake their studies via distance education, with a growing number of education providers offering Social Work programs in this manner. New education resources and Web 2 technologies are assisting in the delivery of such programs. There are many positive features associated with this type of education provision, including bringing the classroom to geographically isolated students, increasing flexibility in responding to relevant and contemporary social issues, and engaging new technologies to foster collaborative pedagogies, build students' technical proficiency and cultivate communities of practice prior to professional employment. There are also challenges associated with using new technologies in education. This paper explores the development, design, and implementation experiences of a rural university commencing a new undergraduate Social Work degree program utilising online technologies. [ABSTRACT FROM AUTHOR]

Marson, S. M., et al. (2010). "Teaching Social Work Values and Ethics Online." Journal of Social Work Values & Ethics **7**(1): 1-11.

During the academic year 2004-2005, SWK 4500 Social Work Values and Ethics was taught both in a face-to-face format and on Blackboard. In the Blackboard class, n = 23; while in the face-to-face class, n = 16. The professor, content and syllabi for both courses were identical. Most importantly, both classes took the identical final exam on Blackboard. An unmatched t-test indicated that there was a significant difference between exam scores [t = 2.42; df =18; p < .026]. An item analysis of the exam uncovered that the Blackboard students were troubled with the test items especially addressing the application of abstract ethical concepts to practice situations. Separate factor analyses for the two groups found that the performance of face-to-face students differed primarily on the understanding of ethical theory while Blackboard students were widely divided by their knowledge for ethical theory as well as applying ethics to practice situations. Thus, the factor analysis supported the t-test results. The final was the only test given and there were no differences for any other class assignments. [ABSTRACT FROM AUTHOR]

Menon, G. M. and M. Rubin (2011). "A Survey of Online Practitioners: Implications for Education and Practice." Journal of Technology in Human Services **29**(2): 133-141.

In the last decade the helping professions have seen a growing interest in the provision of online counseling and therapeutic services for individuals. Like most fields of work, social work also has experienced a growth in the creative use of technology in various areas of professional work. Based on this growing interest and the need for such services and research on its efficacy, a study was conducted to learn from e-therapists across the United States on their experiences with this mode of service delivery. This paper elicits results from the online survey and provides recommendations to better serve our clients in the tech savvy world and future research endeavors. The main findings of this preliminary study include: (a) Many theoretical perspectives and models are being used to ground online practice, (b) e-therapists are beginning to use videoconferencing for online practice supplementing their face-to-face sessions, and (c) e-therapists believe that online interventions benefit their clients.

Moore, B. (2005). "Faculty Perceptions of the Effectiveness of Web-Based Instruction in Social Work Education: A National Study." Journal of Technology in Human Services **23**(1/2): 53-66.

This paper presents the findings of a national study that examined the perceptions of faculty with Web-based teaching experience concerning the effectiveness of Web-based instruction as compared to face-to-face instruction in social work education. The findings suggest that faculty perceived face-to-face instruction to be more effective than Web-based instruction in all curriculum areas. However, the extent of perceived effectiveness of Web-based instruction varied by curriculum area. Also, online teaching in areas such as practice was viewed as least effective, suggesting that the traditional "no significant difference" conclusions between face-to-face and online teaching need to be examined more closely. [ABSTRACT FROM AUTHOR]

Perron, B. E., et al. (2010). "Information and Communication Technologies in Social Work." Advances in Social Work **11**(1): 67-81.

Information and communication technologies (ICTs) are electronic tools used  
to convey, manipulate and store information. The exponential growth of Internet access  
and ICTs greatly influenced social, political, and economic processes in the United  
States, and worldwide. Regardless of the level of practice, ICTs will continue influencing  
the careers of social workers and the clients they serve. ICTs have received some  
attention in the social work literature and curriculum, but we argue that this level of  
attention is not adequate given their ubiquity, growth and influence, specifically as it  
relates to upholding social work ethics. Significant attention is needed to help ensure  
social workers are responsive to the technological changes in the health care system,  
including the health care infrastructure and use of technology among clients. Social  
workers also need ICT competencies in order to effectively lead different types of social  
change initiatives or collaborate with professionals of other disciplines who are using  
ICTs as part of existing strategies. This paper also identifies potential pitfalls and  
challenges with respect to the adoption of ICTs, with recommendations for advancing  
their use in practice, education, and research.

Reeves, P. M. and T. C. Reeves (2008). "Design considerations for online learning in health and social work education." Learning in Health & Social Care **7**(1): 46-58.

Increasingly, health and social work educators are joining their colleagues throughout higher education in exploring the possibilities of teaching and learning online. Online teaching and learning initiatives have been aided by both proprietary and open source course management systems such as BlackBoard and Moodle. However, the rush to put courses online is rarely informed by adequate consideration of the affordances of the World Wide Web to support different types of pedagogical dimensions or instructional design. In addition, academic staff members may jump into teaching online without sufficient consideration of the design components that can be implemented in online courses. This study provides an introduction to 10 design dimensions, derived from research and theory in instructional technology, cognitive science and adult education, for guiding the design and evaluation of online learning environments for health and social work education. It concludes by addressing the rewards and risks of online learning. [ABSTRACT FROM AUTHOR]

Siebert, D. C., et al. (2006). "TEACHING CLINICAL SOCIAL WORK SKILLS PRIMARILY ONLINE: AN EVALUATION." Journal of Social Work Education **42**(2): 325-336.

This article describes an evaluation of the first skills-based clinical course taught in a Council on Social Work Education-accredited, entirely online, MSW program. Students in the online course answered retrospective pretest and posttest questions regarding change in their clinical skills. Researchers compared online students' responses to a standardized course evaluation with student responses on the face-to-face version of the same course. Online students reported significant increase in skills, and their final assignment and course evaluation scores were comparable to students in the face-to-face course, with the exception of instructor availability and facilitation of learning. Implications for teaching skills-based practice classes online are discussed. [ABSTRACT FROM AUTHOR]

Siebert, D. C. and J. Spaulding-Givens (2006). "Teaching Clinical Social Work Skills Entirely Online: A Case Example." Social Work Education **25**(1): 78-91.

While numerous disciplines have eagerly embraced innovative educational technology, many social work educators have not been among early adopters. Social work's focus on the human connection and hands-on practice skills can seem antithetical to technology-mediated education. Nevertheless, social work programs are implementing distance learning and Internet-mediated courses, and some schools are offering entire social work courses online. Leading the way in this regard is the Florida State University College of Social Work, which has developed and implemented the first CSWE-accredited, entirely online Master of Social Work program. The purpose of this paper is to describe the development, design, and implementation of one skills-based clinical course in this program, with the goal of sharing information in a way that will further the discussion of the risks and benefits of online education as well as provide guidance for educators who may be interested in developing a skills-based online course in the future. [ABSTRACT

Vernon, R. (2009). "Distance Education Programs in Social Work: Current And Emerging Trends." Journal of Social Work Education **45**(2): 263.

This article reports on current and emerging trends in the use of distance education technologies in social work education. Areas studied include the extent of distance education programs, curricular areas covered, technologies used, pedagogical approaches, intentions for degree-program development, sources of pressure to adopt distance education technologies, and policy issues. Results are given for BSW and MSW programs. [ABSTRACT FROM AUTHOR]

Wallace, R. M. (2003). "Online Learning in Higher Education: a review of research on interactions among teachers and students." Education, Communication & Information **3**(2): 241.

Online learning has become a widespread method for providing education at the graduate and undergraduate level. Although it is an extension of distance learning, the medium requires new modes of presentation and interaction. The purpose of this article is to provide an overview of the existing literature in communications, distance education, educational technology, and other education-related fields, to articulate what is currently known about online teaching and learning, how the field has been conceptualized in the various research communities, and what might be useful areas for future research. The review indicates that, although there has been extensive work to conceptualize and understand the social interactions and constructs entailed by online education, there has been little work that connects these concepts to subject-specific interactions and learning. That is, the literature provides insights into social aspects of online teaching and learning such as the development of community, the social roles of teachers and students, and the creation of online presence. The review recommends future research into how these social, personal, and interpersonal aspects relate to subject matter learning, the impact of differences in subject matter, and how students learn online. [ABSTRACT FROM AUTHOR]

Wilke, D. J., et al. (2009). "Enhancing Web-based Courses through a Mutual Aid Framework." Journal of Teaching in Social Work **29**(1): 18-31.

Students taking a class together belong to a group where members typically develop a sense of connection to each other by engaging in mutual support and assistance through shared experiences and knowledge. Some have argued that the lack of face-to-face interaction precludes such processes and prevents the effective teaching of social work in an online environment. When online students were asked what they liked most and least about their classes, one-third of the responses referred to ideas that reflected interactions among students and with faculty. These comments were evaluated in the context of Shulman's (1999) processes of mutual aid. This exploratory study suggests that despite a lack of face-to-face contact, mutual aid is relevant to online students and could be used to strategically enhance the delivery of course content in an online environment and facilitate a sense of connection among students. [ABSTRACT FROM AUTHOR]

Yu Cheung, W. and D. Schoech (2005). "A Tale of Three Cities: Teaching Online to Students in Shanghai from Hong Kong and Texas." Journal of Technology in Human Services **23**(1/2): 121-145.

The University of Hong Kong collaborated with the Fudan University in Shanghai to offer a Master of Social Service Management (MSSM) part-time degree for students in Shanghai. While most courses of the program were taught by instructors sent from Hong Kong and other overseas countries on weekends and holidays, the "Information and Communication Technology in Social Service Organizations" course was offered online and supplemented by several face-to-face sessions. Instructors in Texas and Hong Kong collaborated and offered the course to the students in Shanghai. Teaching and learning online was a completely new experience for the students. Technical, social, cultural, and linguistic issues arose throughout the four months during which the course was offered. This paper shares the teaching experience and reflection of the instructors as well as the learning outcome and evaluation of the students. [ABSTRACT FROM AUTHOR]

Yu Cheung, W. and D. Schoech (2007). "Lessons Learned in Chat Room Teaching Internationally." Journal of Technology in Human Services **25**(1/2): 59-83.

Web-based leaching opens new opportunities for international collaboration in offering courses to students. It also allows students to attend courses offered by instructors situated outside their own country. This paper presents the lessons learned from one such course offered by instructors located in Texas and Hong Kong to students residing in Shanghai studying in a collaborative Master of Social Service Management Programme (MSSM) between HKU and Fudan University. The course, titled ‘Information and Communication Technology for Social Service Organizations,’ was offered twice in the past two years using an Internet-based class chat room supported by a course website and other web based tools. While the offering was successful based on student evaluations, many problems and issues had to be addressed. The course background, learning outcomes, lessons learned, and future recommendations are presented. In addition, an analysis of the Shanghai student IT applications is provided to help understand the current state of human services IT in China. [ABSTRACT FROM AUTHOR]