

dents_perceptions_of_online_social_work_education_1.edited.docx

CX

by

Submission date: 18-Mar-2019 03:14PM (UTC-0400)

Submission ID: 1095499223

File name: dents_perceptions_of_online_social_work_education_1.edited.docx (36.88K)

Word count: 7212

Character count: 42703

Students' Perceptions of Online Social Work Education

Student's Name

Instructor's Name

Date

33 Students' Perceptions of Online Social Work Education

The student's perception of the sense of belonging with online social work programs was positive. Most of the students had a positive experience of studying in a web-oriented graduate social policy program. In general, the students are enthusiastic about the program since it involved the use of critical features PowerPoint lecture notes in addition to discussion boards. Students are satisfied with the significant interaction they experience with the instructor compared to other students a traditional on-campus class. According to Roberts-DeGennaro & Clapp (2005), many of the students are willing to enroll for another online course due to great pleasure and flexibility provided by virtual classrooms. Furthermore, the research demonstrated that some students were more interested and willing to recommend an online course for other students. Compelling studies also show some evidence that female students were more likely to request technical assistance regarding the online course they were pursuing. Therefore, overall students had fun and positive perception learning through virtual classroom more than traditional on-campus part of the course.

32
The list of online programs through the Council on Social Work Education (CSWE) is comprised of programs providing online or distance education after being accredited by the Commission of Accreditation. Additionally, they are reviewed and reaffirmed under the online and distance education systems to provide educational services to students who have an interest in online learning. These programs are offered by schools such as Bemidji State University, Brandman University, Brescia University, and Briar Cliff University. This is not the exhaustive list of CSWE program schools. These institutions offer both full-time and part-time program. Social Work Distance Education (SWDE) listserv operates as an integrated mailing platform where a member is allowed to send an email message to all the listserv participants.

Additionally, the listserv permits the one member to share the responses with the rest of the members of the listserv, or the message can be shared individually. The listserv helps in developing effective communication between the participants, increase the possibility to regularly keep the members updated on program activities and latest events, increase the opportunity to disseminate information among the members. The listserv is essential as it offers the students, alumni, faculty, and field instructors an avenue to communicate the necessary announcements, resource sharing, questions and suggestions that are related to the social work program.

⁷ The National Association of Deans and Directors of Schools of Social Work (NAAD) is a voluntary membership organization that endeavors to enhance excellence in social work education. The organization is comprised of 200 deans and above. In addition to that, the organization also has directors and chairpersons of graduate social work in Canada and the US. NADD plays a key role in supporting its members to realize professional development and efficiency of academic administrators. The members to NADD organization have a listserv that provides an exchange program for members to share practices, discuss the offerings of the program and organize responses to emerging topics and teaching of MSW (Huff, 2000).

GADE is an organization composed of 80 directors who oversee the social work doctoral program directors. These directors represent their member universities worldwide. The primary objective of GADE is to encourage excellence in the attainment of doctoral education in social work. The organization achieves this objective through advocacy, sharing of information and networking. The members focus on sharing different experiences to promote excellence and innovation in learning and teaching advanced doctoral research. The organization also welcomes

both the indigenous and non-indigenous knowledge as a key tool for academic progress (Gair et al., 2005)

The GADE organization aims at supporting the development of success and professionalism in doctoral students across their diversity and enhance the recognition of each students' contributions and achievements. Additionally, GADE identifies and shares the funding sources for the students pursuing doctoral programs both in the US and abroad. Likewise, the organization also provides guidance and support to the new and developing doctoral programs both at home and abroad. More importantly, GADE provides guidelines for quality in Ph.D. programs and promotes the interests of both social work and social welfare doctoral practices in the profession. GADE also promotes experiential learning and learning environments (Huerta-Wong & Schoech, 2010).

Introduction

Social work education is creating a certain residence of variables within the online platform of learning. Numerous investments are channeled towards facilitating innovative teaching technology to enable access to quality education ¹² at a distance. Webber et al. (2010) posit ¹² that the most common pedagogical tactics that are subsumed under the umbrella of distance learning are the software-oriented programmed instructions. The application of innovative forms learning and teaching is widely taking shape even without a proper rubric of effectiveness in offering professional social work education. The graduate courses in social are anticipated to yield outstanding improvements towards the attitude, skills, and knowledge of students. The empirical residences which act as the primary foundations associated ⁶ with the effectiveness of social work education are considered ⁶ to be very scarce. Effectiveness, in this case, refers to

impact or the outcome that emerge as a result of the changes that they systems and bodies involved in managing the online learning or distance learning programs implement.

The world is currently experiencing rapid development ³¹ in the field of information and technology. As a result, online instructions come to be the most preferred mode of imparting knowledge through learning and teaching. Online teaching and learning have emerged as a substantial substitute for traditional classroom learning. Many students' world over today is enrolling at the college level to institutions that are accredited to offer distance education course materials and learning opportunities. Compelling studies show that most of the students enrolling under distance learning programs are undergraduates' level. Consequentially, many of the institutions that provide online education major in internet courses through the application of synchronous computer aided instructions. This is commonly referred to as online courses. Synchronous online classes are scheduled to take place ¹⁶ in such a manner that all students are online at the same time. Furthermore, students can communicate with one another at the same time. Some distance accredited teaching institutions offer asynchronous online classes. ¹¹ Tallent-Runnels et al. (2006) posit that asynchronous online classes refer to a distant learning platform where the students can log into a virtual classroom and take their respective courses even if no one else is logged in at the same time.

Web-oriented education mainly uses communication technologies and internet impart knowledge. Communication technologies come in varied ranges from using the internet as a primary research tool and reference source to participating in online classes. In other circumstances, the internet also serves as a supplementary tool; for instance, the use of a website to pass an important message or instructions to the learners who are ³⁰ in traditional classrooms. According to Tallent-Runnels et al. (2006), online classes solely take place on the internet.

Online classes can involve hybrid or blended courses. Hybrid classes are those classes that incorporate both traditional faces to face components of learning with the online components of learning. Students who are enrolled to take courses while not present in the classroom or a virtual classroom are best described as distant learners. These modes of learning can be achieved through the use of internet television, courses using videotapes, or correspondence. Zemsky & Massy (2004) argue that E-learning is a learning technique that is electrically controlled through the transactions of software.

Distance learning or online classes have been on the rise in the US approximately by 33 percent per year. While online instruction and learning comprise a relatively new phase in academic researches, with the current rise in the use of the internet for planning and instruction purposes, proper evaluation of research material is required to provide an effective online learning environment (Woehle & Quinn, 2009).

Social work educators have identified the traditional classroom as a mutually beneficial system where the teacher's main duty is to arbitrate interaction between course material and the learners. This demonstrates that way in which students' bond is significant in determining the students' scope of achieving productive learning. The students achieve depict such a mutual benefit through the application of dialect discourse, course design sharing, and data. Moreover, the students can also make use of peer group feedback and authorization of discussions in areas of limited research pieces of literature to enhance their learning. Ouellette et al. (2006) argue that the incorporation of modern technology in social work education has increased in the recent past.

Distance learning is among the advantageous learning method of the 21st century due to modernization of the technologies (Ligon et al., 1999). For instructors, there is no need to travel a long distance to meet students at a common point of learning. Additionally, the instructor is not

limited to some students he or she can handle per session like in the case of a traditional classroom. Online learning is beneficial to students who come from remote areas as they can access the main campus teachers without much struggle (Thyer et al., 1997). Technological advancement has made it possible for students to gain much from online learning. This has sparked many academic circles to embrace the approach widely. Distance learning has been available for social work education for more than ten years now. As a consequence, distance learning has become a priceless commodity to both the off-campus and part-time students and even those continuing with their academic courses. For example, the University of Georgia School of Social work more often provides valuable courses through distance learning technology. Consequentially, the school has become an important center for teaching MSW students both locally and internationally. The previous experiments conducted by the institutions had the desire to control influences that lead to biased observation of quality MSW achievements (Cook et al., 2002)

According to Forte & Root (2011), the most prevalent problems impacting the distance learning approach is some students find it difficult to adapt to instructional materials. Poor faculty preparation and mismatched faculty interest are also a significant problem affecting the distance learning program. Moreover, poor student adjustment, scheduling, and insufficient institutional support are also main problems implicating online learning programs. Higher Education should be smarter and more come up with appropriate mechanisms in their delivery model to control the declining number in student admissions. The cost involved in the purchasing and development of the technology used in teaching and transmission, training teachers, building studios and offering ancillary support services many scholars argue that these costs are a big challenge to the distance learning programs since they are prohibitive for the

social work program or the university. Siegel et al. (1998) argue that the presence of philosophical barriers also raises numerous problems to the Higher Education faculties. Distance learning is new, and it is yet to be acknowledged with great enthusiasm by most social work educators. More often it is perceived with a lot of caution and suspicion. However, social education has been keen on redefining this perception.

The students who enter higher education in the US are those that have had a successful completion of high school education. The students are then awarded a certificate or diploma that certifies them to enroll with a college or university commonly referred to as the higher education studies. The States and the federal government have been key financiers to the higher education programs. However, in the recent past, tremendous changes have happened which has impacted the state's contribution to higher education. The impact has made both the federal government and States to give an equal share of resources to higher education systems. Historically, the states have provided much higher funding to post-secondary students and schools. The states usually provided 65 percent higher than the federal government. In recent years the difference has narrowed down due to the high recession which resulted in the state spending to decline. Consequentially, the investments done by the federal government grew drastically, mostly being triggered by the rise in the Pell Grant program. Pell Grant program is considered the biggest federal financier to higher education.

The federal and states funding potential for higher education are nearly in equal measures. Furthermore, they have some stringent overlapping policy ambitions like supporting research and increasing the number of students accessing the funds. Therefore, the two bodies channel the funds in higher education via different means. In this 21st-century distance learning has become an integral mode of learning among many Americans (Westhuis et al., 2006). Due to

this fact, the federal government basically supports individual students and particular research projects which is a contrast for state funds that pay for the overall activities of higher education learning institutions. Bodies that mandated to implement policies have had numerous challenges concerning higher education funding. The debate is underway about the Pell Grant program for higher education. In a tight fiscal environment, policymakers for higher education will be expected to device some new approaches of determining how the students can achieve shared goals such as student access and financial assistance towards research projects. As a result, the sector will require extra coordination, alternative funding mechanisms, and new favorable policy reforms. Additionally, it will be prudent for the deal with the issue of implications caused by parity as well as determining the type strategical change needed so that to achieve the desired goals.

Three significant innovations have taken over the education sector for the past ³two decades. The first innovative model is the implementation of high stakes testing (Royse, 2000). In this innovative model, the educational instructors are responsible for the provisional results of their students and eventually the overall performance of the students. This is done through a ³host of standardized, national and in special cases of the trends in international mathematics and science study (TIMSS). These are international based exams. The second innovative model that has dominated the online learning ³is the development of national and international ranking bodies (Hollister & Kim, 2001). The types of ranking systems that are formed are tasked with informing the public about the firms, institutions, and programs that offer the best online education program in terms of performance. The third principal education innovation that has massively taken over the distance learning arena is the devising of a system that provides analysis and evaluation of the type of content being offered to the students. This is achieved

through linking of mature technology to a renewed interest that determines why, how and when people learn (Chickering & Ehrma, 1996). As a result, they were dubbed as e-learning, and it was linked to the ³promise of e-commerce. The e-learning platform provided a student-oriented learning platform for the exchange of learning resources and ideas. Zemsky & Massy (2004) posit that the coming of e-learning under new innovative models has empowered the nature of education from the traditional classroom learning to become a design rich education. Likewise, education can be accessed from anywhere at, and it has also been customized to benefit the students more based on a student's personal learning capability.

Online learning is also considered the most compelling ³innovation that has garnered the numerous venture capital, the most grandiose price, the most press and based on its flexibility numbers are regularly on the rise (Chen et al., 2010). There are exuberant claims that have been placed to support the flexibility in online learning. The three major online learning investments that have assisted in propagating the learning environment include the marriage of advanced electronic technologies. Modern electronic technologies in addition to acknowledged ³theories of learning promised to produce a surmounting revolution in the pedagogy of online studies. The incorporation of new technologies means that learning can be customized, problem-based and self-paced (Council on Social Work Education, 2008). Consequentially, course instructors would be transformed into facilitators and designers. And finally, the common adage of traditional classroom that says sage on the stage will also be changed to be known as a guide on the side. Therefore, online learning that has married new and advanced technology would mean that the students have the strength and knowledge to model results and perform experiments in regard to documented laboratory simulations.

An online learning platform provides students with an opportunity to share ideas between fellow students and instructors. Additionally, the students can also join the significant global learning communities that created a tournament shortcut on the internet. This type of learning also avails instantaneous feedback on student papers, and learning materials are also disseminated at a considerable cost. Such an approach makes online learning be more efficient and flexible, unlike the traditional classroom that solely depends on bookstore supplied learning materials.

Exuberant statistics have been presented to define the significance and positive perception in distance learning concerning the higher education for students. The first ever online learning that offered higher education learning opportunities was started in 2002, and by the end of 2005, approximately 32 students had graduated. In the following years, several demographics were presented between various groups of students. Since then the population of students enrolling for higher education learning has been gradually growing. The various researches conducted show that the increase in population for higher education is due to the marriage between modern technology and distance learning. Bye et al. (2009) argue that distance learning has facilitated the students to acquire undergraduate and graduate degrees a chance some students would never have enjoyed if distance learning was not offered. The numbers for students opting for higher education has continued to grow. Between 200 to 2001, the National Center for Education Statistics indicated that 56 percent of 2- and 4 -year institutions for offering higher education learning through distance education. This implied that there was a drastic increase of 44 percent from 3 years before. The statistics also showed that there as an approximated 12 percent increase in the coming three years. Within the completion of twelve

months, during the 2000 – 2001 academic year, over 3 million students registered for higher education through distance learning (Wilke & Vinton, 2006).

The three discrete phases that have impacted the distance education started by the off-campus programs. This type of education is characterized by the instruction is given by the faculty moving from the main campus to the location of distance learning or through the adjunct instructors from the local community. Wilke & Vinton (2006) further wrote that distributed education through the use of technology like interactive television had sparked the current computer arbitrated education such as web-based learning courses. Each of these phases has been motivated by the increased technology and caution over issues affecting the quality and comparability of education (Kreuger & Stretch, 2000). The most recent statistics about social work education proved that 16 percent of all degree programs provided distance learning opportunities. Another study also presented some statistics indicating that out 160 programs responding to higher education learning, approximately 25 percent offered off-campus programs and 15 percent utilized interactive television for learning. An additional 15 percent of MSW programs provide at least a single online course that is complete and significant as well as traditional classrooms. Distributed education is therefore defined as basically a platform where the instructor and the student operate from a separate location. Furthermore, the course content for higher education is also being provided through the application of various technologies such as compressed videos, satellites, and televisions (Turney et al., 2009).

The importance of distance-based learning in higher education is undeniably the most recognized form of education among students who prefer part-time classes. Most colleges and universities are offering courses and exhaustive degree programs through the use of media sources such as a host of ancillary technologies. The training of social workers has met adverse

challenges such as diversity impacts that have greatly affected the sharing of information (Lee et al., 2010). Many institutions are investing in the course management programs like the blackboard WebCT which has widely grown (Vernon et al., 2009). Consequentially, the desire for distance education has grown, and today it is a commonplace especially with SW programs online learning. About ten years ago, a research by was contacted by a group of scholars and found out that the quality of education in social work due to the emergence of distance education was now being taken as a viable platform for offering accredited education. Since that time numerous and substantial efforts have been exploited to ensure SW education is a success. When comparing student satisfaction, a learning fulfillment with that obtained from traditional classes, it is noticed that distance education has nearly a similar perception. Means et al. (2009) argue that social work education is essential in order to stay ahead of evolving technologies.

Vernon et al. (2009) further reiterate that distance education is an essential tool for obtaining social work education because it has opened the doors of education for the unprivileged members of society. Today, with the tremendous growth in technology, students from rural areas, in underserved communities, those behind in their career advancement and the ones who are financially crippled can access a quality education through distance learning (Altbach et al., 2009).

. Social work courses that entail modern technologies can deliver new possibilities of learning and teaching. The quality development in the delivery of social work education is the recent start of degree programs that are commissioned by the Council of Social Work Education (CSWE) which is entirely delivered through distance education. Many universities including the University of North Dakota and Texas State University-san Marcos provide MSW degree program through distance education. Renown institutions such as the Florida State University

² delivers a program in advanced standing MSW degree through online learning platform.

Likewise, the metropolitan state college of Denver provides a distance BSW degree program.

¹⁷ Compelling studies have been conducted to determine the student performance between the face to face students and online students, and the outcomes were comparable.

Scholars have demonstrated severally that the incorporation of technology in learning is important as it enhances the learning process, especially in decision making. Additionally, the internet is important in critical thinking, reflection purposes and it makes a learner be responsible for his or her own learning efficiency. Therefore, technology is an effective medium that induces the art of responsibility in a student. Another study also reiterated that computer-aided learning sufficiently promotes the teaching of advanced clinical knowledge when dealing with couples. According to Maidment (2005), distance learning has gained significance since it can be accessed from anywhere at any time.

An online degree program in BSW is different from MSW (Anderson, 2003). The students who enroll to pursue a BSW degree will need to take classes in subjects such as sociology, political science, psychology, and introductory level of social work. However, the BSW is not only limited to these subjects. It all depends on the institutions level and standard of progress in delivering distance learning. The completion of MSW programs, on the other hand, requires that the student declare his or her interest in the area of specialization. Haythornthwaite, (2000) posits that the most common subjects of specialization in MSW include social work education, child welfare, and substance abuse. Many of the students who enroll for MSW will be required to base their program on the specialization selected during the day of enrollment. Another significant difference between the BSW and MSW is in their admittance requirements. The principal requirement needed for a student to enter in BSW degree program is the admission

into an accredited four-year university or college, and the students should also pronounce social work as his or her major. For an MSW candidate, he or she is expected to have a BSW degree. Furthermore, if the candidate has earned considerable undergraduate credits in two majors who are sociology and psychology. Additionally, some institutions will demand that all MSW candidates should have proficiency knowledge in a second language. The DSW is different from MSW as the DSW program earns a candidate a Ph.D., or one can become a social work researcher after obtaining the doctoral degree.

The SW has a lot of relevance in online learning since candidates who have a BSW degree can secure an employment opportunity in a social service agency (Petracchi & Patchner, 2001). Alternatively, the holders of BSW can opt to register for MSW. The relevance of SW is also observed in the sense that a candidate will have the opportunity to understand the anatomy of human behavior. The student can also utilize the social environment to comprehend the idea behind human psychology, social welfare, and have a wide understanding of how the programs are managed. When it comes to conducting social research, skilled social workers can get a golden opportunity to have an evaluation of their work. Additionally, social workers can also contribute to finding solutions that implicate the lives of people and propose solutions to the problem. Online learning gives a chance for a student to access higher education from a perception of equity groups. Despite the fact that the technology needed to support online learning today is considered affordable, there are challenges that are affecting the distance learning. Wolfson et al. (2005) posit that the need for a sense of belonging is therefore key in determining the perception of students in learning. Strategies that focus on fostering a sense of belonging and inclusion in the distance learning paradigm seems promising in handling student retention in online learning spheres. Students who pursue online programs need to have a sense

of belonging because such spirit guides them to have a feeling of belonging to a school just like their counterparts in the traditional classroom. A sense of belong can be developed through great interactions between the students and instructors.

Adult Learners' Theory

The adult learner's theory was developed in 1980 by Knowles who characterized the theory into four assumptions that differentiated adult learners from child learners. Self-concept was Knowles first assumption which implies ⁸ that as a person ages his or her concept changes from being a dependent personality to that of being a self-controlled human being. Another assumption talks about the adult learner experience that states ¹⁰ that as a person approaches maturity, he or she accumulates a growing store of experience that becomes a growing reference for learning. Additionally, Knowles also added that readiness to learn is another characteristic of adult learners' theory which suggests that as an individual matures the readiness to learn increases towards the establishment of his or her social responsibilities. The fourth characteristic of adult learners' theory is an orientation to learning dictates that as a person approaches maturity, the perception changes from that of postponing the urge to acquire knowledge to that of immediate need of knowledge impartment.

In 1984 Knowles discovered another assumption called motivation to learn which implies that as a person grows to maturity the motivation to learn gains force and pressure from internally. Other than the assumptions Knowles also developed principles that would guide the adult learners' theory. These principles are applied in the andragogy of personal computer training. The principles begin by saying that there is a need to describe why specific things are taught in life. The second principle states that learning instructions should be task-based instead of facilitating memorization. The third principle of the adult learner's theory states that learning

instructions should be designed to accommodate the learners' background such as learning materials, practices, and norms that permit the acquisition of different experience with computers. The final principle further alleges that since adult learners have self-concept instruction given to them should be designed in a way that allows a person to develop knowledge without the intervention of other people (Higgins & Green, 2011)

Social Exchange

Social exchange theory is a critical social psychology construct that incorporates social transformations as a procedure of interactive exchanges between various individuals. This theory in most cases is applicable in the business field to analyze and elaborate commercial transactions. The social exchange theory is based on the fundamental concept that human exchanges and interactions emanate from the social behavior of an individual. Consequentially, it is built on the concept of cost and rewards. This implies that costs and rewards variations are the forces that push for certain human behavior. This theory suggests that human beings will formulate decisions based on particular outcomes. As a result, individuals will always go exchanges that can yield the most independence, security and social approval. On the other hand, individuals will tend to select alternatives that use the fewest costs, least social disapproval and consequences. Therefore, according to this theory, every social exchange policy is regarded as a complex decision that requires critical evaluation of various costs and rewards.

Social Work

Social work education has emerged to be among the most growing forms of education in online learning programs. Social work is composed of practical training and theoretical courses at begins at the undergraduate or graduate level. ²⁰ Social work educators are not among the earliest

adopters of internet-aided courses. Very limited researches are available to substantiate the maturity of online courses in the field of social work. Siebert et al. (2006) argue that the primary challenge affecting the ²⁴ social work education is the assumption that the social work disciplines majorly deal with human interactions and the use of skills to impart knowledge through the application of internet-mediated education will be irrelevant since it may not be compatible.

The students taking social work education online programs tend to be unsatisfied due to various challenges such as interactions, communication problems, and technological impacts. Several disciplines have synthesized social courses taught online and the evaluation of a consensus that internet aided courses have fewer challenges compared to face to face classes. Scholars have demonstrated that online learners score excellent grades because of the format of the online learning platform. However, some students show frustrations with the limited classroom interaction, and this makes these students feel worried about their chances for learning when compared to ¹⁹ face to face learning. The importance of this study was to analyze the essence and ²³ criticality of online courses in comparison to traditional classroom learning. The goal is gathering and share information concerning the advantages of associated with online education as well as the involved risks (Siebert et al., 2006).

Literature Review

Concerning student learning and satisfaction, online education has been proved to concur with the relevance of the courses taught in traditional classrooms. The desire for social workers to remain vigilant of the technologies that are applied in the virtual classroom is significant to promoting social work education online. Distance learning education is currently being considered as the most important approach for learners across varied backgrounds and challenges. According to Randolph & Krause (2002), various literature reviews propose

interactive learning as the most beneficial factor that enhances ¹⁴ student – instructor and student-student interaction to promote learning in a traditional learning environment.

The knowledge ¹⁸ of adult learner models describes learning as a process that is dynamic and the corollary ¹⁸ that can be learned through scouring for meaning certain troubling words because of the self-concept of learning (Nathaniel, 2009). Other scholars argue that incorporation of students' activities such as discussion, clarification, question sessions is essential in student retention of subjects that matter most to them. These models also enhance students thinking capabilities. The available literature demonstrates that many colleges and universities have taken the direction towards offering web-based education (Moore, 2005).

Significant works of literature have also presented convincing evidence about positive ¹² progress in social work education in online learning. According ¹² to Randolph & Krause (2002), the advancement in technology has been used as the driving force behind the transformation witnessed ³⁴ in social work education in the past decades. A growing number ³⁴ of schools across the US are currently offering various ways in which students can accomplish their MSW programs. Human practices in education research have initially focused on pre-post assessment to identify the similarity between traditional classroom models concerning satisfaction and student learning (Schoech & Helton, 2002). This has made distance education to be taken as an alternative form of education for students who live outside the country for different reasons. Additionally, students who find it difficult to commute to the main campus regularly have also benefited a lot from the online learning programs. ⁵ As a consequence, professional social work educators have raised numerous questions regarding the quality and authenticity of distance learning particularly on the opportunities of interaction for the sake of the off-site learners.

Compelling studies have shown that overall course success is largely depended on interaction either between fellow students or student and instructors. Positive interaction has been identified as the key to enhancing student satisfaction and understanding of the major causes. Social work educators have been known to put serious reservations to the contents used in web-aided learning (Petracchi et al., 2005). The class structure is another determinant factor that is used to evaluate the success of distance learning. The class structure is a significant tool since it also facilitates mutual interaction between students and instructors. Instructional technology is the new force behind any successful interaction in an online learning experience. This is based on the fact that instructional technology offers numerous opportunities to interact (Syring, 2003).

Internet-oriented course tools generally operate as vehicles that link students to instructors outside the class environment. The implementation of interactive websites is critical in promoting environments that can be likened to traditional classroom opportunities. However, these comparisons have greatly been criticized by scholars (Zhao et al., 2005) Interactive websites can be significant tools to initiate discussions about cultural diversity as well as societal oppression. However, inviting students to such discussions is dangerous and challenging as it can impact conflicts among the students. The conflicts can be driven by the students conflicting beliefs among themselves and their instructors (James, 2015). Otherwise, when used positively, the interactive website can be used as a tool for discussing oppression and diversities. Many kinds of literature have found that the internet can serve as a discussion from for taboo topics to promote student participation and understanding of course materials. Furthermore, it can be used to initiate new models of thinking about social diversity and oppression if any. Therefore, this literature demonstrates that in a distance learning environment, instructional technology is

elementary to developing opportunities for learning and teaching that can promote the current rise in MSW education.

In summation, in web-aided courses, for the learner to be successful, both the students and the instructors need to recognize that learning strategies and instructional technologies need to be compatible with the characteristics of the distance learning environment (Sitzmann et al., 2006). This requires massive efforts from all the participants, with the students playing the role of regulating their learning procedures and instructors endeavoring to become effective facilitators. The design of the web concerning the instructional mechanism courses should encompass the features of each student's responsibility and orientation to learn models (Allen & Seaman, 2013). Application of such models will station students as the main regulators of their own social work education online programs while the facilitators will remain to be the instructors (York, 2008). However, it is common that all students cannot be good regulators of their own person. And the fact that there will always be students who generate negative attitudes against certain courses, it implies that there should be an opportunity for such students to drop the disliked course before the end of the semester. Larreamendy-Joerns & Leinhardt (2006) reiterate that working on these critical elements will reduce inequality through the provision of wide access to enthusiastic learning opportunities in a manner that matters to the learners.

References

- Allen, I. E, & Seaman, J. (2013). Changing course: Ten years of tracking online education in the United States. Newburyport, MA: Babson Survey Research Group and Quahong Research GROUP
- Altbach, P, Reisberg, L, & Rumbley, L (2009). Trends in global higher education: Tracking an academic revolution. Boston, MA: sense
- Anderson, D. (2003). Improving writing skills among undergraduate social work students. *Arête*, 27, 79-83
- Banks, A.C, & Faulu, A.C (2007). Reduction of face-to-face contact hours in foundation research courses: impacts on student's knowledge gained and course satisfaction. *Social Work Education*, 26, 780-793.
- Chen, P.S.D Lambert, A.D & Guidary, K.R (2010). Engaging online learners: The impact of Web-based learning technology on college student engagement.
- Chickering, A.W, & Ehrma, S.C (1996). Implementing the seven principles: Technology as lever.
- Cook, T. D., Campbell, D. T., & Shadish, W. (2002). *Experimental and quasi-experimental designs for generalized causal inference*. Boston, MA: Houghton Mifflin.
- Council on Social Work Education. (2008). Educational policy and accreditation standards.
- Cummings, S.M, Foels, L, & Chaffin, K.M (2013). Comparative analysis of distance education and classroom-based formats for a clinical social work practice course. *Social work education*.

- Forte, J. A., & Root, V. (2011). To ITV or not to ITV: A comparison of hybrid and web-enhanced approaches to teaching a macro-course in human behavior in the social environment. *Journal of Human Behavior in the Social Environment*, 21(1), 82-96.
- Gair, S., Miles, D., & Thomson, J. (2005). Reconciling indigenous and non-indigenous knowledges in social work education: Action and legitimacy. *Journal of social work education*, 41(2), 179-190.
- Haga, M., & Heitkamp, T. (2000). Bringing social work education to the prairie. *Journal of Social Work Education*, 36(2), 309-324., C. (2000). Online personal networks: Size, composition and media use among distance learners.
- Higgins, J. P. T & Green, S. (2011). Cochrane handbook for systematic reviews of interventions. Cochrane Collaboration. Haythornthwaite
- Hollister, C. D., & Kim, Y. (2001). Evaluating ITV-based MSW programs: A comparison of ITV and traditional graduates' perceptions of MSW program qualities. *Journal of Technology in Human Services*, 18(1-2), 89-100.
- Huerta-Wong, J. E., & Schoech, R. (2010). Experiential learning and learning environments: The case of active listening skills. *Journal of Social Work Education*, 46(1), 85-101.
- Huff, M. T. (2000). A comparison study of live instruction versus interactive television for teaching MSW students critical thinking skills. *Research on Social Work Practice*, 10(4), 400-416.
- James E. P., (2015). The Use of E-Learning in Social Work Education

- Kreuger, L. W & Stretch J.J (2000). How hypermodern technology in social work education bites back. *Journal of social work education*.
- Larreamendy-Joerns, J., & Leinhardt, G. (2006). Going the distance with online education. *Review of educational research*, 76(4), 567-605.
- Lee, E. K. O., Brown, M., & Bertera, E. M. (2010). The use of an online diversity forum to facilitate social work students' dialogue on sensitive issues: A quasi-experimental design. *Journal of Teaching in Social Work*, 30(3), 272-287.
- Ligon, J., Markward, M. J., & Yegidis, B. L. (1999). Comparing student evaluations of distance learning and standard classroom courses in graduate social work education. *Journal of Teaching in Social Work*, 19(1-2), 21-29.
- Maidment, J. (2005). Teaching social work online: Dilemmas and debates. *Social Work Education*, 24(2), 185-195.
- Means, B., Toyama, Y., Murphy, R., Bakia, M., & Jones, K. (2009). Evaluation of evidence-based practices in online learning: A meta-analysis and review of online learning studies.
- Moore, B. (2005). Key issues in web-based education in the human services: A review of the literature. *Journal of Technology in Human Services*, 23(1-2), 11-28.
- Nathaniel, R. L., (2009). *Traditional, Web-based, and Hybrid Instruction: A Comparison of Training Methods*
- Ouellette, P. M., Westhuis, D., Marshall, E., & Chang, V. (2006). The acquisition of social work interviewing skills in a web-based and classroom instructional environment: Results of a study. *Journal of Technology in Human Services*, 24(4), 53-75.

- Petracchi, H. E., & Patchner, M. E. (2001). A comparison of live instruction and interactive televised teaching: A 2-year assessment of teaching an MSW research methods course. *Research on Social Work Practice, 11*(1), 108-117.
- Petracchi, H., Mallinger, G., Engel, R., Rishel, C. W., & Washburn, C. (2005). Evaluating the efficacy of traditional and web-assisted instruction in an undergraduate social work practice class. *Journal of technology in Human services, 23*(3-4), 299-310.
- Randolph, K. A., & Krause, D. J. (2002). Mutual aid in the classroom: An instructional technology application. *Journal of Social Work Education, 38*(2), 259-271.
- Roberts-DeGennaro, M., & Clapp, J. (2005). Assessing the virtual classroom of a graduate social policy course. *Journal of Teaching in Social Work, 25*(1-2), 69-88.
- Royse, D. (2000). Teaching research online: A process evaluation. *Journal of Teaching in Social Work, 20*(1-2), 145-158.
- Schoech, D., & Helton, D. (2002). Qualitative and quantitative analysis of a course taught via classroom and internet chatroom. *Qualitative Social Work, 1*(1), 111-124.
- Siebert, D. C., Siebert, C. F., & Spaulding-Givens, J. (2006). Teaching clinical social work skills primarily online: An evaluation. *Journal of Social Work Education, 42*(2), 325-336.
- Siegel, E., Jennings, J. G., Conklin, J., & Napoletano Flynn, S. A. (1998). Distance learning in social work education: Results and implications of a national survey. *Journal of Social Work Education, 34*(1), 71-80.

- Sitzmann, T., Kraiger, K., Stewart, D., & Wisher, R. (2006). The comparative effectiveness of web-based and classroom instruction: A meta-analysis. *Personnel psychology*, 59(3), 623-664.
- Syring R. R., (2003). The Effect of Online Discussion Forums on Student Learning and Student Perception of Learning in a Science Course at the Community College Level
- Tallent-Runnels, M. K., Thomas, J. A., Lan, W. Y., Cooper, S., Ahern, T. C., Shaw, S. M., & Liu, X. (2006). Teaching courses online: A review of the research. *Review of educational research*, 76(1), 93-135.
- Thyer, B. A., Artelt, T., Markward, M. K., & Dozier, C. D. (1998). Evaluating distance learning in social work education: A replication study. *Journal of Social Work Education*, 34(2), 291-295.
- Thyer, B. A., Polk, G., & Gaudin, J. G. (1997). Distance learning in social work education: A preliminary evaluation. *Journal of Social Work Education*, 33(2), 363-367.
- Turney, C. S. M., Robinson, D., Lee, M., & Soutar, A. (2009). Using technology to direct learning in higher education: The way forward? *Active learning in higher education*, 10(1), 71-83.
- Vernon, R., Vakalahi, H., Pierce, D., Pittman-Munke, P., & Adkins, L. F. (2009). Distance education programs in social work: Current and emerging trends. *Journal of Social Work Education*, 45(2), 263-276.

Webber, M., Currin, L., Groves, N., Hay, D., & Fernando, N. (2010). Social workers can e-learn:

Evaluation of a pilot post-qualifying e-learning course in research methods and critical appraisal skills for social workers. *Social Work Education*, 29(1), 48-66.

Westhuis, D., Ouellette, P. M., & Pfahler, C. L. (2006). A comparative analysis of on-line and classroom-based instructional formats for teaching social work research. *Advances in Social Work*, 7(2).

Wilke, D., & Vinton, L. (2006). Evaluation of the first web-based advanced standing MSW program. *Journal of Social Work Education*, 42(3), 607-620.

Woehle, R., & Quinn, A. (2009). An Experiment Comparing HBSE Graduate Social Work Classes: Face-to-Face and at a Distance. *Journal of Teaching in Social Work*, 29(4), 418-430.

Wolfson, G. K., Magnuson, C. W., & Marsom, G. (2005). Teaching notes: Changing the nature of the discourse: Teaching field seminars online. *Journal of Social Work Education*, 41(2), 355-361.

York, R. O. (2008). Comparing three modes of instruction in a graduate social work program. *Journal of Social Work Education*, 44(2), 157-172.

Zemsky, R., & Massy, W. F. (2004). Thwarted innovation. *What happened to e-learning and why, A final report for the Weather station Project of the Learning Alliance at the University of Pennsylvania in cooperation with the Thomson Corporation, Pennsylvania.*

Zhao, Y., Lei, J., Yan, B., Lai, C., & Tan, H. S. (2005). What makes the difference? A practical analysis of research on the effectiveness of distance education. *Teachers College Record*, 107(8), 1836.

ORIGINALITY REPORT

11%

SIMILARITY INDEX

7%

INTERNET SOURCES

7%

PUBLICATIONS

4%

STUDENT PAPERS

PRIMARY SOURCES

1

Submitted to University of Utah

Student Paper

2%

2

www.allbusiness.com

Internet Source

1%

3

www.peakwriting.com

Internet Source

1%

4

Dina Wilke, Linda Vinton. "EVALUATION OF THE FIRST WEB-BASED ADVANCED STANDING MSW PROGRAM", Journal of Social Work Education, 2013

Publication

1%

5

Karen A. Randolph, Denise J. Krause. "Mutual Aid in the Classroom", Journal of Social Work Education, 2014

Publication

1%

6

www.tandfonline.com

Internet Source

1%

7

Submitted to University of Wisconsin-Whitewater

<1%

8

Submitted to University of Luton

Student Paper

<1 %

9

International Handbook of Higher Education,
2007.

Publication

<1 %

10

Submitted to Middle Tennessee State
University

Student Paper

<1 %

11

www.inderscience.com

Internet Source

<1 %

12

jolt.merlot.org

Internet Source

<1 %

13

Maria Roberts-DeGennaro, John Clapp.
"Assessing the Virtual Classroom of a
Graduate Social Policy Course", Journal of
Teaching in Social Work, 2005

Publication

<1 %

14

www.nationalhumanservices.org

Internet Source

<1 %

15

www.ucalgary.ca

Internet Source

<1 %

16

js.sagamorepub.com

Internet Source

<1 %

collegequarterly.ca

17

Internet Source

<1 %

18

scholar.uwindsor.ca

Internet Source

<1 %

19

es.scribd.com

Internet Source

<1 %

20

Darcy Clay Siebert, Carl F. Siebert, Jennifer Spaulding-Givens. "TEACHING CLINICAL SOCIAL WORK SKILLS PRIMARILY ONLINE: AN EVALUATION", Journal of Social Work Education, 2013

Publication

<1 %

21

digitalcommons.library.tmc.edu

Internet Source

<1 %

22

Shelley Levin, Anthony Fulginiti, Brenda Moore. "The perceived effectiveness of online social work education: insights from a national survey of social work educators", Social Work Education, 2018

Publication

<1 %

23

jwpress.com

Internet Source

<1 %

24

calswec.berkeley.edu

Internet Source

<1 %

25

www.stou.ac.th

<1 %

26

advancesinsocialwork.iupui.edu

Internet Source

<1 %

27

rgpatrick.com

Internet Source

<1 %

28

docshare.tips

Internet Source

<1 %

29

ictl.stamford.edu

Internet Source

<1 %

30

ro.ecu.edu.au

Internet Source

<1 %

31

repository.up.ac.za

Internet Source

<1 %

32

jag.ssw.uga.edu

Internet Source

<1 %

33

Elizabeth Sullivan. "The assessment of social work students' attitudes", Social Work Education, 2010

Publication

<1 %

34

Neil Ballantyne. "Object Lessons: A "Learning Object" Approach to E-Learning for Social Work Education", Journal of Technology in Human Services, 05/07/2007

Publication

<1 %

Robert Vernon, Halaevalu Vakalahi, Dean
Pierce, Peggy Pittman-Munke, Lynn Frantz
Adkins. "DISTANCE EDUCATION PROGRAMS
IN SOCIAL WORK: CURRENT AND
EMERGING TRENDS", Journal of Social Work
Education, 2013

Publication

<1%

Exclude quotes Off

Exclude matches Off

Exclude bibliography On