



**Te Manawa Reka
Curiosity Symposium**

Research that impacts on teaching and learning

Programme 2021

Friday, 28 May

Toi Ohomai Institute of Technology

Symposium Theme

“Research that impacts on teaching and learning.”

The goal is to make research on teaching and learning more visible, and for researchers to explain how their research links to teaching and learning activities.

- What impacts has research had on the author’s own teaching and learning activities?
- What can they recommend to other teachers based on their research findings (i.e., anything that is generalisable across programmes)?

Symposium Organisation

This symposium is the result of the efforts of dedicated and hardworking people. Thanks go to:

Symposium Convenor: Heather Hamerton, Head of Research

Symposium working group members: Cath Fraser, Christine Cheyne, David Bishop, Kate Shanaghan, Melissa Preston, Philippa Crombie, Rebecca Lausberg, Tepora Emery.

Opening the “black box” of Social Work Field Education assessment

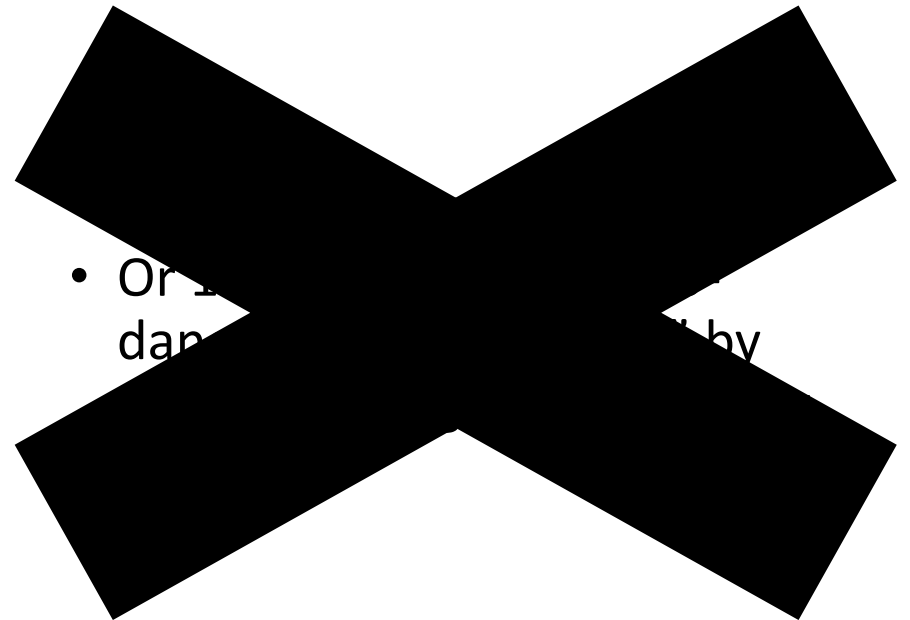
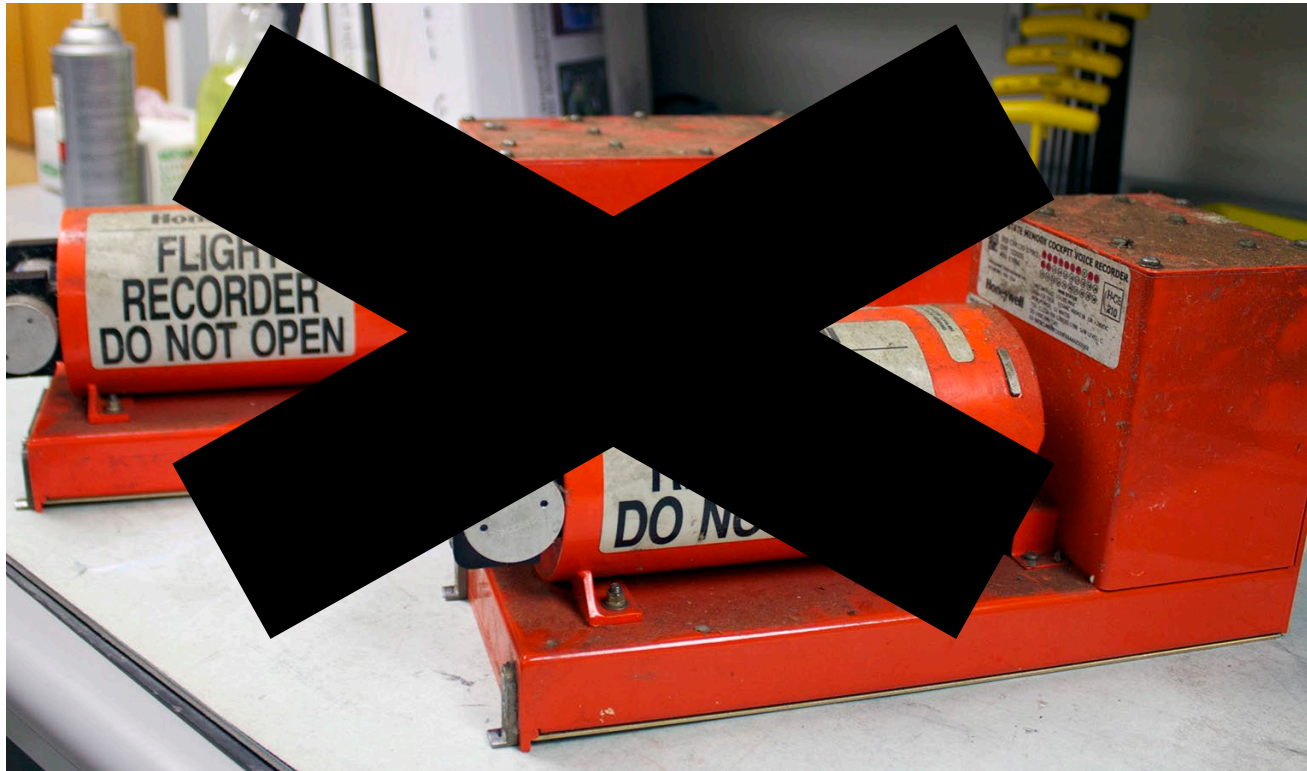
Developing supportive learning strategies through the use of digital technologies

Presented at Te Manawa Reka
Curiosity Symposium 28 May 2021
Toi Ohomai Institute of Technology

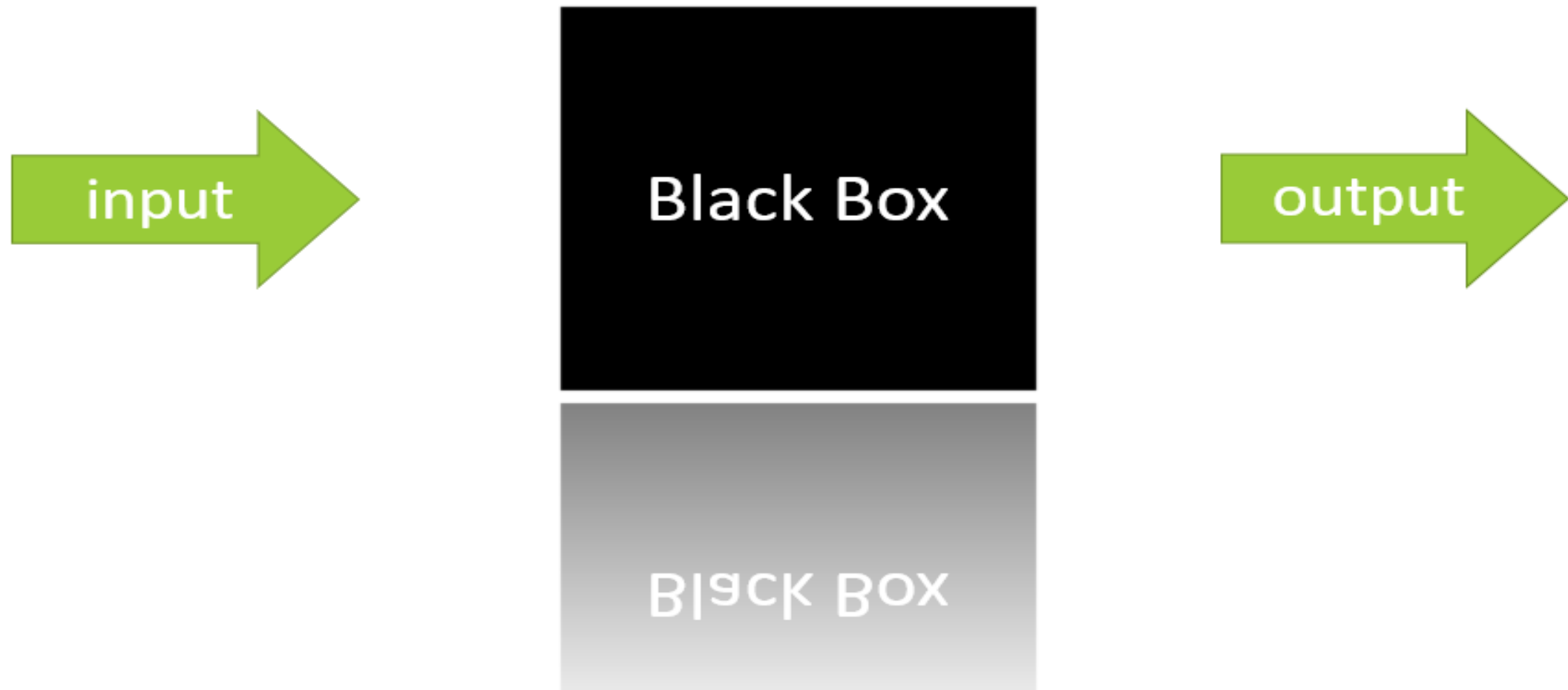
Jason Hallie and Craig Tunncliffe



Clearing up confusion



Black box



But first: Some background on Social Work Field Education

- Shulman (2005) proclaimed field work to be the signature pedagogy in social work education.
- 'Real world' social work practice has often been described as a blend of knowledge, values and skills (Johnson & Yanca, 2001).
- Therefore, field education provides the opportunity to take what is learned in the classroom and integrate this into a practice environment.
- The observation of experienced social workers applying their practice is highly valued by under-graduate students who under supervision refine their own practice skills (Knight, 2001).
- Here reflection on practice undertaken and observed is a key way for students to make sense of the integration of theory into practice.
- Reflection on practice is central to the development of practice and learning integration – we would argue that it is the ink of our signature pedagogy.

Changing contexts of practice

- In the Institute:
 - social work education has become increasingly subject to neo-liberal ideals of competition, run in a lean and cost-effective manner (Healy, 2004).
 - In the fieldwork context this increases the possibility that administrators as opposed to academic staff will run these programmes decreasing the prestige of this form of education (Zuchowski et al., 2014).
 - A risk here is that the pedagogy of field education is overlooked with the coordination of student learning reduced to simply matching students with learning environments.
 - The Social Work Education Board now requires the tertiary institution to take more accountability when assessing student's competence to practice.

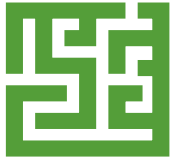
Changing contexts of practice

- In the field:
 - Most fieldwork educators provide their expertise voluntarily without compensation or time away from their busy schedules.
 - Less time has become available to guide and develop student's learning due to field educators being less accessible (Globerman & Bogo 2003).
 - Concerns have therefore emerged as workloads increase and cases become more complex that the quality of field education oversight could be affected.
 - These occurrences have led some academics to speculate that students will have to learn more independently despite the increasingly challenging mahi (Globerman & Bogo 2003).

Students' Perspectives on Field Education

- Social work graduates often cite their fieldwork as the most rewarding and important part of their education (Bogo et al., 2004) .
- Students often enter into fieldwork with a high level of anxiety. This is usually around being of benefit to their perspective clients and wanting to perform at a high level of competence (Shulman, 2005).
- Discussion with field education students also reveal that they feel a deep responsibility when representing Unitec as their tertiary institution.
- Student feedback on placement:
 - Difficult to understand assessment tasks
 - Feelings of “being alone” (disconnected to their learning institute)
 - Want to focus on the mahi of the organization, rather than “academic” requirements

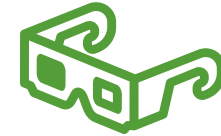
Undertaking a change process



Defining the
problem(s)



How can we
support
reflective and
competent
practice with
our learners as
they “become”
practitioners



How can we
make visible
learning in
action?

Making change

1. Focus on communication and feedback loops
2. Moving away from end of placement assessment
3. Centering reflection as assessment

Making change

1. Focus on communication and feedback loops
 - Developing connection (across distance) with students. Relational learning, supportive problem solving)
 - Creating responsive learning (what students want to know, not what we think they should know)
 - Strengthening the connection with field educators
 - Learning is optimised when the triad of the student, tertiary institution and field instructors work in harmony and continuously communicate goals and expectations (Fernandez, 1998.)

Making change

2. Moving away from end of placement assessment

- Hidden
- Not developed in stages
- Problem of reflective distance

3. Centering reflection as assessment

- Recognising reflection on practice as central to the integration of theory and practice.
- Using the 10 SWRB competency as guides to reflect on practice
- One competency per week

The value of reflection

- In order to develop a critical focus on fieldwork education, there is a need to concentrate on the interactive aspects of practice (Noble, 2001).
- Traditional authoritarian forms of assessment should be replaced with reflection on actual learning (Noble, 2001).
- By aligning practice to reflection this allows for inquiry, criticism and accountability. This is essential to a critical learning process (Fook, 1999).
- These reflections will connect theory to practice, enable analysis of students' skill application and responses to a range of complex and stressful situations (Fook et al., 2000).

What are the principles of Reflective Practice?



- To be reflective is to think about and explore issues of concern, to make sense of one's experiences within knowledge boundaries, and to interpret one's experience against one's view of the self and the world (Lam et al., 2007).
- It is a process of interpretive discovery embedded in experience and a process of thinking about and exploring an issue.
- Reflective learning social work field education has often been underestimated. Reflection in this context is a general term for those intellectual and practical activities in which students engage to explore their experiences to form new understandings and appreciations (Boud et al., 1985).

What are the principles of reflective practice?

- Reflection in social work field education can include both the personal sphere of individual values, beliefs, strengths and weaknesses, alongside the practice purview of professional values and ethics, strengths and limitations in practice, the role of social workers and the professional identity of the student (Lam et al., 2007).
- Reflective practice is therefore the active attempt to generate knowledge about self and the profession within the dynamic practice environment (Lam et al., 2007).

The black box of field education assessment

- Opening the blackbox of field education assessment is about making the process of learning, through reflection, visible in order to support student learning

Would you like to attend a zoom session to cover the assessment (reflect  

Questions Responses **13**

13 responses



Accepting responses

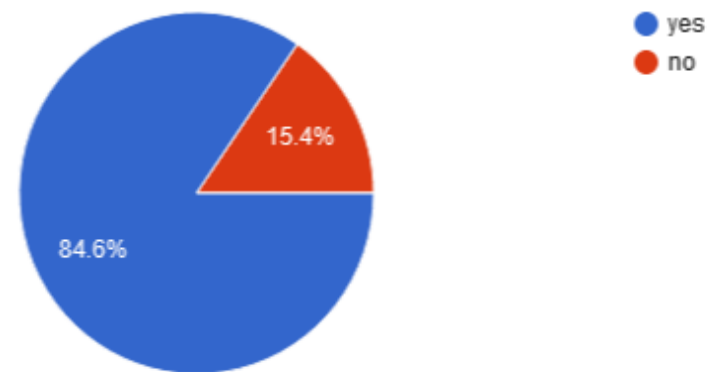
Summary

Question

Individual

Would you like to attend a zoom session to cover the assessment (reflections on competency)

13 responses



Reflection on SWRB competency

- Use of “familiar” technology
- Google docs
 - Allows for “open” access between students and teachers
 - Staged assessment
 - Sharing learning as it develops
 - Feedback (synchronous and asynchronous communication)
 - Centered on reflection
 - What other support may be needed?

Communication, emails, phone calls, quick survey, learning resources

- Communication
 - Weekly updates
 - Open lines
 - Check-in
 - Feedback on assessment
- Responsive teaching
 - Using quick survey- student content shaping
 - Delivering readings
- Technological upskilling/professional development
 - Calendar invites
 - Email protocols

Where to next?

- Developing the triad relationship between Student, Field Educator and Visiting Lecturer so that the Field Educator and Visiting Lecturer communication is strengthened in addition to that of the tertiary institution and student.
- Refining the process of reflection based on student feedback.
- Developing the overall model through evaluation

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