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SwE2 19-27-2-1

Using Virtual Offender in Social Work Education: an Empirical Pilot Study in Hong Kong

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Whereas considerable literature based upon the context of Western societies has concluded that the use of virtual reality (VR) technology can facilitate students' learning, the applicability of this learning approach in nurturing social work students in the Chinese context remains uncertain. This pilot study empirically tests the effectiveness of VR technology in enhancing social work students' perceived creativity and competence in working with offenders. Survey data that capture the responses of 41 social work students collected in the pre- and post-test periods indicate a positive change in the self-perceived confidence of handling offenders following the VR training session. The qualitative data generated from focus groups echo the survey findings and provide insights for using VR technology in social work education. Issues and implications for innovative education insocial work profession are discussed.

Educating Indigenous Social Work with International Perspective: A Case Study at a Co-organized Higher Education Institute in Guangdong-Hong Kong-Macao

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The development of Social Work education in Hong Kong is remarkable in the world. Its qualification is internationally accepted, especially by the developed regions and countries. The impact has also been diffusing to other Chinese societies. In the case of the Greater Bay Area, under the full-scale cooperation in higher education between the Mainland and Hong Kong since 2005, a social work program with reference to the curriculum design of Hong Kong has been offered at the institute called United International College (UIC).

This study researched the dynamics of developing the social work program at UIC so as to understand the significance for diffusing the Hong Kong experiences of social work education in Mainland China. Holistic single-case study was adopted as the research design. Thereby, multiple sources of evidence were collected and analyzed. In addition, a critical reflection process was utilized to guide the process of analysis in a more rigorous way. The main findings of this study are highlighted as follows: 1) the Hong Kong / international elements were mainly treated as a benchmark to continuously monitor and evaluate the social work program; 2) the indigenous issues included the adaptations to localize the curriculum, the vision of UIC to contribute the educational development in Mainland China, the governmental recognition and financial support to the development of social work program at UIC, and low motivation of the social work students toward the professional development in Mainland China; and 3) the strategies of mixing Hong Kong / international and indigenous elements to constitute the program development included providing various experiential and extra-curricular learning opportunities, participating in different academic activities, networking with the alumni, and conducting training and community services to earn the recognition beyond academia. The research findings could be replicated and utilized by the people, who are developing social work education with similar context.

Citation Impact Factors Among Social Work Faculty in Hong Kong

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Studies assessing schools and departments of social work research and scholarship are from the U.S. and Canada. This study built upon previous research and added an international sample from Hong Kong, to this knowledge-building work. We explored scholarship productivity of faculty at five universities providing undergraduate and graduate professional social work education and training in HK, with 4 aims: 1) to assess citational scholarship of full-time social work faculty; 2) to rank scholarship of local social work programmes; 3) to assess features unique to HK academic scholarship; and, 4) to explore the most frequently cited studies. Data were reported on the citational impact of N=149 faculty members at five universities offering social work degrees in 2018. Hand gbibliometric indices were analyzed. Results: 1) mean h and g indices for all interdisciplinary faculty at social work departments were 11.6 (SD= 8.3) and 21.98 (SD= 17.6), respectively; for social work faculty, the mean h and g scores were 11.2 (SD= 6.9) and 19.6 (SD= 11.5), respectively; 2) for social work faculty (N= 73), the top three ranked citational impact university departments were, HKU, PolyU, and CityU; 3) HK's uniqueness, and local infrastructures supporting higher education research were features impacting HK academic scholarship; and 4) nine social work authors had 10-year citational count reference hits from 145-721 on topics about youth, elderly, and migration issues. This was a highly productive group of social work scholars. This pioneering study fills a distinct void in the international literature on citational impact scores of schools of social work in Asia.

The Development and Evaluation of a Policy Advocacy Course in Hong Kong

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Policy advocacy is a crucial field of social work practice, which tackles structural barriers to social justice advancing the needs of vulnerable population groups. Social service organizations in Hong Kong face a challenging social political context in their role in practicing policy advocacy, and the social work education curriculum can play a critical role in equipping students with this capacity. The HKU piloted a teaching model for "policy advocacy practice" that emphasized experiential learning in Spring 2018. This teaching innovation has implications for advancing social work education in Hong Kong and other non-Western/non-democratic societies.I. Create experiential learning materials for policy advocacy educationFirst, we created a series of videos on policy advocacy practice. Second, we created case studies by interviewing policy advocacy practitioners to share details about advocacy initiatives. Third, this course also has two experiential learning components as part of its design: legislative council visit and policy advocacy in action. Throughout the semester, students were required to select an advocacy organization, contact them, and participate in or volunteer for an advocacy initiative. In the presentation, we will share the experience and challenges in piloting this course.II. Formative and outcome evaluation of this policy advocacy teaching model using mixed methods research. The key evaluation research questions are: What do students find most valuable about taking this "policy advocacy practice" course? What do students find most challenging about taking this course? Does taking this policy advocacy course increase students' intention and ability to engage in policy advocacy in the future? What is an ideal model of policy advocacy education in Hong Kong? To answer the above questions, we use four data collection methods: individual questionnaire/survey utilizing a quasi-experimental design (comparing treatment and comparison groups before and after the semester), focus groups, content analysis of students' reflection papers, and key informant interviews.

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Use of Tape Reviews in Fostering the Participative and Contextual Nature of Social Work Practice Teaching and Learning

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Practice teaching embraces the similar goals of social work supervision of ensuring high standard of practice and facilitating practitioners' professional development for clients' welfare. Practice teaching can be understood as an indirect practice as the practice teacher is in indirect contact with clients through the student's narrated reports. Social work practice is largely characterized by the indeterminate, unique, complex, and contingent nature. Students (and social workers) are suggested to be context-sensitive for choosing the desirable action at that moment in a particular situation. Practice teachers should have 'participative knowing' about the student and service user(s) in that context in rendering teaching. Currently, practice teachers however rely on students' memory of the practice scenarios and narrated reports according to their selective memory in retrospective discussion mainly. This kind of instruction does not grant practice teachers the participative experiences, nor does it allow students to learn or reflect in context. De-contextualization does not facilitate integrating theory and practice – the primary goal of practicum training. The author adopts a three-dimension framework namely the time zones, students' reflection in context, and practice teachers' participative experience in the current discussion on using tape reviews in accommodating the contextual and participative nature of social work practice and teaching. The considerations of using tape reviews including the pedagogical significance and/or expertise of the practice teachers, student participation, ethical concerns, a cultural perspective, and a learning community for addressing the varying capacities of practice teachers are recommended. This presentation may widen our horizon on using tape reviews and provide a viable alternative to allow practice teachers and/or students realize informed and reflective practice.

Process and Outcome Evaluation of the use of Flipped Classroom Teaching and Learning Strategies for a Research Methods Course for Social Work Students

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Development in information and communication technologies (ICT) creates opportunities for innovation in social work education by adopting a new pedagogy. This study examines how 87 students at City University of Hong Kong learned through a number of learning activities and assessment tasks designed according to flipped classroom teaching and learning strategies in a course on social work research. Second, it examines the links between learning processes and outcomes indexed by students' performance in various assessment tasks. All students taken the course were invited to fill in a 240-item self-administered questionnaire. With ethical approval and informed consent, most participants agreed to provide their assessment data to match with learning experience data. Students were also invited to participate in one of the three focus groups to discuss their learning experiences. Both quantitative and qualitative methods are used. Results will be available in January 2019.