



One Click Away: Establishing a Virtual Platform to Amplify and Learn from Marginalized Voices during Crises

Journal:	Professional Development: The International Journal of Continuing Social Work Education
Article Title:	<i>One Click Away: Establishing a Virtual Platform to Amplify and Learn from Marginalized Voices during Crises</i>
Author(s):	<i>Wilkes, Davis, Cheatham, and Trosper</i>
Volume and Issue Number:	<i>Vol.27 No.1</i>
Manuscript ID:	<i>271003</i>
Page Number:	<i>03</i>
Year:	<i>2024</i>

Professional Development: The International Journal of Continuing Social Work Education is a refereed journal concerned with publishing scholarly and relevant articles on continuing education, professional development, and training in the field of social welfare. The aims of the journal are to advance the science of professional development and continuing social work education, to foster understanding among educators, practitioners, and researchers, and to promote discussion that represents a broad spectrum of interests in the field. The opinions expressed in this journal are solely those of the contributors and do not necessarily reflect the policy positions of The University of Texas at Austin’s School of Social Work or its Center for Social and Behavioral Research.

Professional Development: The International Journal of Continuing Social Work Education is published two times a year (Spring and Winter) by the Center for Social and Behavioral Research at 1923 San Jacinto, D3500 Austin, TX 78712. Our website at www.profdevjournal.org contains additional information regarding submission of publications and subscriptions.

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ISSN: 1097-4911

URL: www.profdevjournal.org

Email: www.profdevjournal.org/contact

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Abstract

Social work practitioners were restricted from attending in-person educational activities and were prompted to explore learning in virtual spaces during the COVID-19 quarantine phase. The aims of this study were twofold: (a) to understand the benefits and challenges experienced by attendees of a cultivated virtual series and (b) to explore the experiences of attendees of a virtual series. After each virtual series on emerging issues attendees were surveyed, which prompted the emergence of seven themes related to their experiences. This study provided insights into how virtual learning offers intriguing opportunities for broadening and extending access to continuing education.

Introduction

Natural disasters present challenges and stressors during their rise and aftermath. The global pandemic known as COVID-19 and Coronavirus affected every aspect of people's lived experience, including social workers. Of those experiences, the way in which people received education and resources shifted. In a contemporary pandemic environment, social work educators fall at the intersection of providing resources and education to their communities in ways in which they may have never done before. These provisions, done in ways that should be equitable and accessible, prompted exploration into the ways in which virtual learning series can be conducted in the wake and aftermath of COVID-19.

A Brief History of Virtual Learning and Social Work Education

Dede et al. (2004) postulate that the emergence of virtual learning dates to the early 1990s and is now a trustworthy mode of instruction. 'Virtual learning provides a sustainable high-quality educational infrastructure that nurtures participation and collaboration' (Almarzooq et al., 2020, p. 2637). Although virtual learning has become a credible mode of instruction, the pandemic impacted the in-person delivery of knowledge and skills at all levels of education.

During the early phases of the COVID-19 pandemic, Zuo et al. (2020) noted that the use of virtual learning increased as colleges and universities were not fully prepared to respond to this crisis. Institutions of higher learning throughout the United States were affected and ceased in-person operations. Educators had to pivot to virtual platforms to offer professional development. Social Work and Technology

Prior to the pandemic, social workers were shifting to technologically innovative practices. Social workers and social work regulators are continually integrating technology into social work practice (ASWB, 2015; Reamer, 2018). The National Association of Social Workers (NASW), Council on Social Work Education (CSWE), Association of Social Work Board (ASWB), and Clinical Social Work Association (CSWA) adopted new, comprehensive practice standards, including extensive ethics guidelines that focused on social workers' and social work educators' use of technology (Reamer, 2018). These guidelines can serve as a blueprint for incorporating technology in social work practice and can be used as a framework for developing and implementing virtual social work education series.

According to the Envisioning the Future of Social Work Report of the CSWE Futures Task Force (2018), social workers are leveraging technology to deliver effective services. In the report, "the scenario planning process listed one of five critical uncertainties questions: To what degree will the social work profession harness and leverage technology to advance its work?" One of the 13 Grand Challenges of Social Work is to harness technology for social good (Singh et al. 2021, p. 1696). Berzin et al. (2015) recommended "researchers develop, test, and refine new interventions that use technology in social work practice" (p. 14).

Developing and implementing virtual learning series is an effective way for social workers to harness technology for social good, particularly during natural disasters. A virtual platform can be a suitable conduit to offer continuing education professional development workshops and reach a

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broader audience (Congress, 2013). Virtual learning series could serve as opportunities to hold critical conversations about current and emerging social work issues in Alabama and beyond.

Equity and Access to Education in Crises

Virtual learning series must be equitable, accessible, relevant, and practical for those who attend them. Virtual learning series must be developed in a way that is practical for attendees. These series should be tailored to meet the needs of social workers who may not have the luxury to leave work or take an hour break during certain hours of the day. For example, all social work practitioners are not privileged to adjust their work schedules to attend virtual social work education series during lunch hour. Virtual learning series could be recorded for social workers to rewatch at a convenient time. Social work practitioners should be entitled to receive one continuing education unit per series after reviewing the recorded learning series on YouTube.

Using technology can potentially increase access to virtual learning. However, when not implemented carefully, it can augment inequalities (Zuo et al., 2020). In times of crisis, offering social work education in a manner that is accessible and sensitive to the needs of the intended audience is of high priority. Virtual learning is feasible, affordable, and convenient (Phelan, 2015; Bottanelli et al., 2020). Offering CE workshops using a virtual platform can be a good strategy for social workers to gain new and/or continuous social work competencies from the comfort and privacy of their preferred spaces. Technology must be accessible. During the global pandemic, attending face-to-face conferences and CE workshops was limited due to social distancing and travel restrictions by most universities and organizations. As a result, social workers were able to reduce the burden of travel related costs and attend limitless virtual learning series (Phelan, 2015).

Connecting in the Virtual Space Implementing Noontime Knowledge: A Virtual Learning Series

Given the unique challenges presented by a crisis such as COVID-19, the need to offer a virtual learning experience for social work students and community stakeholders was paramount. One way to respond to this need was to develop and use a virtual learning series that was effectively

identified as Noontime Knowledge (NTK). During its conception, Noontime Knowledge was thought of as a virtual learning series aimed at providing students with educational opportunities to earn required service-learning hours and learn about the grand challenges for social work. It would be remiss of the authors to not give honor to a social work leader, legend and mentor Dr. Mildred "Mit" Joyner, the past president of NASW. Dr. Joyner was the first panelist for the Noontime Knowledge virtual learning series. Dr. Joyner spoke with students about the impact of the pandemic crisis, history of social work, social justice, and the NASW Code of Ethics. Dr. Mit supported virtual learning series and joined her final Noontime Knowledge series in March 2023 with a panel of experts during Social Work Month to share on the topic of how "Social Work Breaks Barriers to Go Grander." The loss of Dr. Joyner is a great one to social work.

Noontime Knowledge was thought to be more impactful during Social Work Month. During Social Work Month, the virtual learning series were offered weekly to acknowledge the importance of the social work profession. The authors were intentional about inviting and engaging social work practitioners in Alabama and beyond. Using a virtual video conference platform was an effective and engaging way to share social work content and connect with social workers from various backgrounds. Chat features allowed attendees to feel connected in a safe space during the global pandemic.

Noontime Knowledge was conveniently offered at noon local time. This time was convenient for attendees to join during their lunch hour with minimum distractions. The virtual learning series were conducted through Zoom to assist social work students and social work practitioners with gaining existing and emerging knowledge about the profession from experts, students with obtaining required service-learning hours, and social work practitioners with obtaining one continuing education unit (at no cost) per workshop. Bearing this in mind, Noontime Knowledge was used as a platform to strategically address key priorities of the Council on Social Work Education (CSWE) and National Association of Social Workers (NASW).

Noontime Knowledge virtual learning series were facilitated and moderated by presenters who are highly skilled social workers and subject matter experts from other disciplines as pro bono

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services. During the process phase, using a multidisciplinary approach was essential when identifying and selecting qualified speakers (e.g., stakeholders) to share their scholarly research and area of practice. A multidisciplinary approach in social work is defined as composing a team of professionals from various backgrounds and areas of expertise, who unite to tackle a common problem or focus on a common agenda (Staff Writer, 2008).

Contemporary and Emerging Key Issues

For this qualitative research study, Noontime Knowledge was comprised of 13 virtual learning series that were offered over the course of 13 months. Social work experts and other subject matter experts shared robust knowledge, values, and skills on a virtual conference platform. Contemporary and emerging key issues ranged from selfcare, resilience and healing, policy and advocacy, men in social work, sports in social work, HIV/AIDS, domestic violence, women's rights, environmental justice, the juvenile justice system, and child and family welfare to LGBTQIA+ communities. Scheyett (2023) stated that "social work is called to redoubled action to address each of these challenges." Of the 13 virtual learning series, Self-care, Resilience, and Healing in Social Work had the highest number of attendees, followed by the Men in Social Work are Essential session. The Self-care, Resilience, and Healing virtual series was offered in January 2022 as a space for social workers to unpack after almost a year of navigating through the global pandemic and civic unrest in 2021. Social work experts shared knowledge from their own research and highlighted the importance of the NASW Code of Ethics on Self-care. "Professional self-care is paramount for competent and ethical social work practice" (NASW, 2021, p. 2). The authors also felt that it was important to hold a virtual series on Men in Social Work are Essential to dispel the myth that the profession is only for females.

The Virtual Learning Agenda (**Figure 1**) highlights key topics of current and emerging issues with descriptions of 13 Noontime Knowledge virtual learning series that were implemented in March 2021 through April 2022. March 2021 and March 2022 virtual learning series were aligned with the themes of Social Work Month to pay homage to the profession and celebrate social workers. As a result of identifying social work experts and

other subject matter experts to share knowledge and resources, 91% of respondents stated that the presenters were knowledgeable, and 85% of respondents stated that the content presented was relevant.

Figure 1: Virtual Learning Agenda

Noontime Knowledge Topics	Description
Social Work in HIV is Essential - National Women & Girls HIV Awareness Month	In addition to Social Work Month, National Women & Girls HIV Awareness Month was recognized. Presenters (e.g., social workers, subject matter experts in HIV) discussed the importance of social workers raising awareness in HIV amongst women & girls.
Macro Social Workers are Essential	This learning series was designed to discuss macro social work education. Social worker educators shared knowledge and expertise about macro practice.
Men in Social Work are Essential	Men in social work shared perspectives about their roles in the profession and helped to dispel the myth that social work is only a profession for women.
Social Workers in Child Welfare	Month recognizes the importance of families and communities working together to strengthen families to prevent child abuse and neglect. Presenters shared content about the state of child welfare.
Meet the School of Social Work Administrators	It was important to use this platform to share the direction and priorities under new administration.
Domestic Violence Awareness	Social workers shared knowledge, expertise, and lived experiences.

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The State of Black Children in Juvenile Justice System	Presenters shared in-depth dialogue about the state of Black youth; particularly males in the judicial system.
World AIDS Day	Presenters shared knowledge and perspectives about HIV in the South and the importance of using a multidisciplinary approach to address societal stigmas, stressors, and issues related to the health status.
Self-Care, Resiliency, and Healing in Social Work	After a global pandemic, it was critical to start the new year with conversations on self-care, resiliency, and healing. Experts highlighted the importance of prioritizing self-care.
Juvenile Justice with Department of Youth Leaders	Social workers and stakeholders shared knowledge about the diversion program and the impact of social workers in juvenile justice within the state.
March Madness: Sports in Social Work.	Presenters shared knowledge and expertise about the importance of social workers practicing in sports. A special National Football League (NFL) guest and former social work student joined the virtual platform to share the importance of social workers practicing in sports.
Social Work in Politics	Social work experts discussed the critical needs for social workers to be engaged in political and social action across all levels of practice.
Social Work in LGBTQIA+ Communities	Collaborated with the School's Diversity Committee to discuss the importance of diversity, equity, and inclusion among the LGBTQIA+ communities. Social work experts shared strategies and resources for social workers practicing in LGBTQIA+ communities.

**The Methods and Learning from Attendees
Data Collection and Analysis**

To better understand attendees' experiences, a self-administered questionnaire using the 5-point Likert scale to rate the following six statements: (a) this program was relevant to my work, (b) the presenters were knowledgeable about the topic, (c) I was encouraged to participate and ask questions, (d) the presentation was interesting and kept my attention, (e) I will be able to use this information in my work, and (f) I am more knowledgeable as a result of this workshop. Attendees were able to provide additional feedback by responding to three open-ended items: (a) please tell us what you found to be most useful in this workshop, (b) please tell us how we might improve this workshop, and (c) please share suggested topics for future continued education workshops. The questionnaires included collecting information on topics such as juvenile justice, domestic violence, child welfare, policy, self-care, men in social work, and HIV/AIDS. Answers to the survey items were collected from the 634 respondents who attended the Noontime Knowledge virtual learning series. The secondary deidentified data from across all 13 virtual learning series were analyzed using investigator triangulation, which occurs when researchers seek validation between two or more sources for their data and interpretations. The synthesis or "triangulation" of the data provided by the participants also verifies any competing viewpoints of the attendees since they belong to different backgrounds and have varying educational and practice experiences (Konecki, 2008). As a result of triangulation, seven triangulated themes (Figure 2) emerged to address the two research questions:

1. What are the benefits and challenges experienced by attendees of a virtual series?
2. What are the experiences of attendees of a virtual series?

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Figure 2: Triangulated Themes	
Research Question 1:	<i>What are the benefits and challenges experienced by attendees of a virtual series?</i>
Themes	Respondents
Theme 1: Challenge of Improving Experience	<p>“Less panels. Just have one speaker speak on something relevant.”</p> <p>“Allow us to submit questions to the panelists in advance.”</p> <p>“Better video/sound set up for presenters.”</p>
Theme 2: Challenge of Being Restricted by Time	<p>“Typically, the topics for the Noon Time topics have been appropriate for a 1-hour session; however, this topic is so important that it should have been at least a 3-hour topic.”</p> <p>“May have some PowerPoint slides to help summarizing the main points.”</p> <p>“1:00 is a hard time. Can times be varied. 11:00 would be better. I know that is not true for all.”</p> <p>“If at all possible, keep sessions within the one-hour timeframe.”</p>
Theme 3: Benefit of Providing New Insights	<p>“The information shared really provided insight on working with all people, not just juveniles. The presenters shared real life, practical applications for working with vulnerable populations.”</p> <p>“This is an area where I am limited knowledge wise, and the information presented today was extremely helpful in building my knowledge base.”</p> <p>“Although I am recently retired, this information made me excited about the social work profession and wishing I were starting out as a young social worker again.”</p> <p>“Everything! I learned a lot of new and very useful information, including resources, that I can pass on to my co-workers and the families I work with.”</p>
	<p>“Hearing men in the field of social work share their experiences and outlook for the future and how all Social workers can play part in promoting and encouraging other men to get involved in this area of study.”</p>

<p><i>Theme 4: Benefits of Hearing from Authentic Voices</i></p>	<p>“I appreciate that the webinar was presented from the perspective of an African American male, and an African American who has served as an Advocate and a Prosecutor. I also appreciate that the webinar was held from 12-1.”</p> <p>“The fact that one of the speakers was herself, HIV- positive, and has worked in this space for as long as she has, to me, was the most useful part of this presentation.”</p> <p>“The knowledge and personal experiences shared by the Moderator and Panelists.”</p> <p>“The transparency of the speakers.”</p>
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<p>Research Question 2:</p>	<p><i>What are the experiences of attendees of a virtual series?</i></p>	
<p>Themes</p>	<p>Respondents</p>	
<p>Theme 5: Discovering New Resources</p>	<p>“Everything! I learned a lot of new and very useful information, including resources, that I can pass on to my co- workers and the families I work with.”</p> <p>“Offered some really good resources related to the politics of SW and policy from local agencies all the way to the federal government.”</p> <p>“There are so many needs that can be effectively addressed in helping this special population better cope with their unique stressors and life challenges. I was very happy to have the opportunity to learn this information.”</p> <p>“It was also good to learn about the availability of scholarships for UA social work students and the increasing need for more social workers in the job market.”</p> <p>“Prep discussion, being female is a risk factor for HIV.”</p>	

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<p>Theme 6: Valuing Expertise amongst the Panelists</p>	<p>“The presenters’ level of knowledge and compassion.”</p> <p>“The speakers were very insightful as I gained broader perspective of social work on the macro level.”</p> <p>“Just the wealth of knowledge and resources shared by the panel participants.”</p> <p>“All of the presenters had great information to share.” “The experiences of the presenters.”</p>
<p>Theme 7: Appreciating the Accessible Nature</p>	<p>“Please continue offering CEU/virtual learning opportunities.”</p> <p>“No suggestions. Thank you for these CEU and learning opportunities.”</p> <p>“In the age of this ongoing pandemic, virtual is a good way to present. The video feed was clear and no buffering problems. I don't have any complaints. No improvement needed.”</p> <p>“The format was great! I look forward to the rest of the topics.”</p> <p>“I appreciate these noontime CE opportunities.”</p>

Achieving Saturation

In utilizing a qualitative inquiry method, a possible threat to the research was in its credibility of internal validity regarding saturation or when to stop analyzing the data. Furthermore, while a set number of questions in the questionnaire were used for the study, it was anticipated that no follow up questionnaires needed to be administered if saturation was reached. This anticipation arose after considering the goals of the study and the fact that the participants, regardless of the number, would and did provide rich and similar narratives given the fact that this virtual learning series was new and one-of-a kind in the health crisis (Charmaz, 2006; Creswell, 1998; Jette et al., 2003).

Considering the nature of saturation or ceasing data collection due to there being an overlapping of themes and points made by participants was important. This was doubly important for this study as only the responses from 13 sessions were analyzed due to access, response, and willingness to participate in the questionnaire. The number of participants needed in a qualitative inquiry is important and debated upon; nevertheless, conducting data analysis early in the data collection process allowed an assessment as to whether participants were responding to the questions similarly (Morse, 2000). This would not only aid in determining whether additional questions needed to be asked but also in whether the sequence of questions needed to be adjusted.

Inclusion and Exclusion Criteria

There were no inclusion and exclusion criteria for this research study. The researchers were interested in observing all findings from the data for future planning of Noontime Knowledge virtual learning series.

Learning From the Results

Overall, the findings yielded promising results. As previously stated, 634 attendees completed the self-administered questionnaire using Qualtrics. Eighty-seven percent of the respondents stated that they are more knowledgeable as a result the workshops. The Findings Summary (Figures 3, 4, and 5), which details the mean scores amongst the participants from each session, offers a snapshot of the results of Noontime Knowledge. The questionnaires were broken into 6 parts asking for rankings and thoughts regarding the following: (a) the relevancy of the content to the attendees

work, (b) the speaker's perceived knowledge of a topic, (c) encouragement to participate during the session and to ask questions, (d) an interesting and attention grabbing presentation, (e) the ability to use and apply the information in the attendee's practice area or setting, and (f) any increased knowledge as a result of participating in the workshop. For understanding, the following areas regarding the questionnaire have been abbreviated for brevity: Relevancy = RVC, Knowledge = K, Encouragement = ENC, Presentation = P, Applicability = APC, and Increase = I.

Discussion

Viewing Future Work Through a Strategic Lens

Mark Moore (1997) has theorized that public value is part of a macro system, where the concepts of public value, authorizing environment, and operational capacity interact with one another. The organizational strategies are interrelated to all three dimensions. Public value is created when the service or product provided improves the lives and well-being of others. Public value increases legitimacy. Having high public value is important for organizations to keep competitiveness in the larger service delivery system. The authorizing environment includes individuals and organizations that can legitimize the service or products as having public value (Moore, 1997). Moore suggested that resources are needed for operational capacity to produce the service or product, which may include raw materials, a trained workforce, and access to relevant information. Tangible and intangible resources are needed to execute the development and implementation of a virtual learning series. Operational capacity is what drives the need for an accessible and equitable virtual learning series. Moore (1997) postulates that the triangle demands answers to three tough questions: (a) what is the public value we are creating, (b) where is the legitimacy and support going to come from, and (c) what kind of operational capacity do we need to deliver that? It is not enough to answer each of these questions independently; they all must align with one another in a particular concrete circumstance. Mark Moore's Strategic Triangle (Figure 6) can guide further exploration into the feasibility of a virtual learning series being used during a crisis that limits physical and in person interaction.

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Figure 3

	RVC	K	ENC	P	APC	I
HIV Session (n=49)	4.1	4.43	4.35	4.39	4.1	4.35
Macro Social Work Session (n=49)	4.12	4.43	4.12	4.27	4.43	4.33
Men in Social Work Session (n=32)	4.06	4.28	4	4.09	3.81	4
Child Welfare Session (n=63)	3.92	4.35	4.1	4.26	3.98	4.13
Social Work Administrators Session (n=10)	4.4	4.9	4.8	4.6	4	4.3

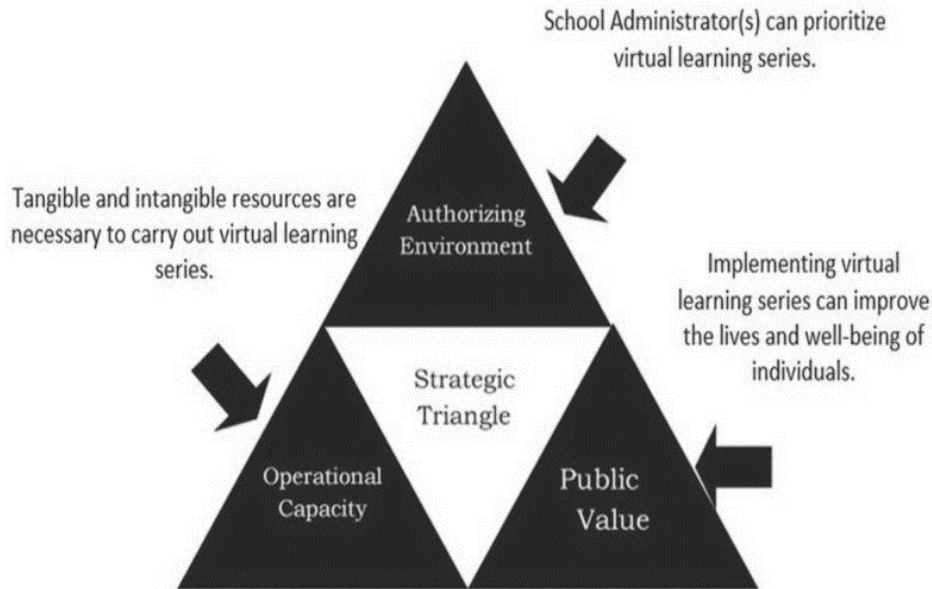
Figure 4

	RVC	K	ENC	P	APC	I
Domestic Violence Awareness Session (n=23)	4.48	4.7	4.52	4.52	4.26	4.48
State of Black Youth in Justice System Session (n=41)	4.22	4.59	4.32	4.46	4.2	4.42
World AIDS Day Session (n=10)	4.4	4.9	4.29	0	0	4.71
Self-Care Session (n=69)	4.68	4.65	4.5	4.57	4.56	4.44
Juvenile Justice through the State Session (n=112)	4.58	4.7	4.57	4.68	4.48	4.64

Figure 5

	RVC	K	ENC	P	APC	I
Sports in Social Work Session (n=84)	4.11	4.68	4.4	4.62	4.14	4.54
Social Work in Politics (n=54)	3.99	4.43	4.34	4.39	3.98	4.24
Social Work in LGBTQIA+ Communities Session (n=38)	4.19	4.3	4.24	4.22	4.08	4.14
Average	4.25	4.56	4.35	4.08	3.85	4.36

Figure 6: Mark Moore's Strategic Triangle



Strengths and Limitations

The study revealed that 85% of respondents stated that the virtual learning series were relevant to their work, and 83% stated that they will be able to use the information. Oftentimes, social workers who have been out of school for a long time may not be aware of CSWE and NASW priorities. Using the virtual platform like Zoom was a great way to ensure that social workers were getting what they needed for continuous education. The chat feature in Zoom allowed attendees to engage with presenters by asking pertinent questions. Eighty-seven percent of respondents indicated that they were encouraged to participate throughout the virtual learning series. Engaging attendees was very important, particularly during a global pandemic where social distancing prevented social interactions. Creating a comprehensive communications strategy was another strength of this study. Using social media platform and Constant Contact to email attendees were beneficial to getting the word out. Eighty percent learned about the series via Constant Contact, and 67% learned about the series via Facebook. According to the data, 1% learned about the series on Twitter and 6% on Instagram.

After each virtual learning series, attendees received speakers' contact information, a Qualtrics link to complete the program evaluation survey, and a continuing education certificate for one

free continuing education unit, along with a wealth of educational resources specific to each topic. To respond to an ever-evolving educational landscape that is navigating a pandemic crisis, Noontime Knowledge served as an exemplar of an equitable, accessible, and affirming virtual learning social work education experience.

The Noontime Knowledge learning series was recorded and converted into YouTube videos for interested attendees who were unable to join to rewatch later at a convenient time. One major limitation was the lack of tracking data to understand the experiences of students versus social workers. Prior to this study, the Noontime Knowledge virtual learning series was developed for students enrolled in fall and spring introductory courses at the beginning of COVID-19. Social work educators had to pivot from the classroom to online teaching. Educators were encouraged to use innovative skills. Yet, there was little to no explicit guidance for the development and implementation of virtual learning in social work education. The virtual learning series was created by faculty as a need to respond to service-learning requirements in the introductory course. The learning series were envisioned for students to attain social work competencies while earning the required service-learning hours to successfully pass the course. When the virtual learning series were opened and marketed to alumni and the

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community during Social Work Month, measures were not put in place to track the participation of students versus social work practitioners. The virtual learning series unintentionally shifted to focusing on social work practitioners who required continuing education to meet licensing requirements during the pandemic. While students continued to attend the virtual learning series, attendance of social work practitioners increased because of the continuing education opportunities.

Implications & Future Considerations

There are three implications to this work. First, research suggests that there is little evidence to show that attending virtual learning series have any correlation to maintaining or improving the skills of a practicing professional. There is a growing body of literature on social work and technology, but not enough evidence to evaluate social work competencies using technology. More research is needed in social work to assess whether knowledge, values, and skills can increase in a virtual learning setting. Secondly, faculty and staff devoted spare time to develop and implement the virtual learning series to address the needs of social workers during the global pandemic. If legitimized, appropriate time will be allotted for faculty and staff to effectively plan, develop, and implement virtual learning series. Administration should consider ways to prioritize virtual learning series to support faculty and staff, ensure program effectiveness and sustainability, and serve as a cornerstone for the community and social workers in Alabama and beyond. In the Own Your Vote campaign also hosted by the University of Alabama School of Social Work, Cheatham et al. (2020) stated that “faculty and staff should have designated time to ensure that campus-community collaboratives are developed and sustained” (p. 59). Lastly, virtual learning must be accessible and equitable for everyone. Because one of the “Grand Challenges for Social Work” is to harness technology for social good, it is important that useful information for social workers and stakeholders be readily available. With this Noontime Knowledge launch, the goal was to promote accessibility but also the amplification of voices through a shared virtual space. This is why one of the questionnaire items prompted attendees to share the ways in which they felt comfortable participating and sharing in the spaces. The authors acknowledge that technol-

ogy and virtual spaces are constantly evolving. This project and future studies will be key in responding to an ever-changing and demanding technological space. If attendees are unable to attend the virtual learning series at the noon hour, YouTube videos can be made available to review later. After reviewing the recorded YouTube video, social workers should be able to receive CE units.

Conclusion

Since the global pandemic, the use of technology has shown social workers what is possible. The Noontime Knowledge virtual learning series demonstrated how social workers can harness technology for social good. As social workers plan, develop, and implement continuous education workshops using technology, it is essential to adhere to social work regulatory boards and practice standards. Social workers should be intentional about keeping the guiding policies and practice standards of the profession at the forefront. CSWE and NASW have been intentional about providing guidelines frameworks in social work and continue to prioritize the importance of technology in social work. Virtual learning series should be equitable and accessible for everyone. Virtual learning series are feasible and can increase public value by improving the well-being of social workers who participate in virtual learning series. In return, social workers are prepared to end adverse social conditions and promote societal well-being.

Social workers should be intentional about becoming lifelong learners and continue to seek continuing education beyond graduation to stay abreast of current and emerging issues. If continuing education opportunities are not readily available, social work administrators and supervisors should take reasonable steps to ensure that social workers are receiving continuous learning (NASW, 2021). This can be done through collaborations with universities that provide continuing education for social workers. The authors hope that this prompts additional focus on readily available, innovative, grass-rooted, and accessible professional development workshops for social work students and stakeholders during a time in which we are predominately connected in virtual spaces.

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