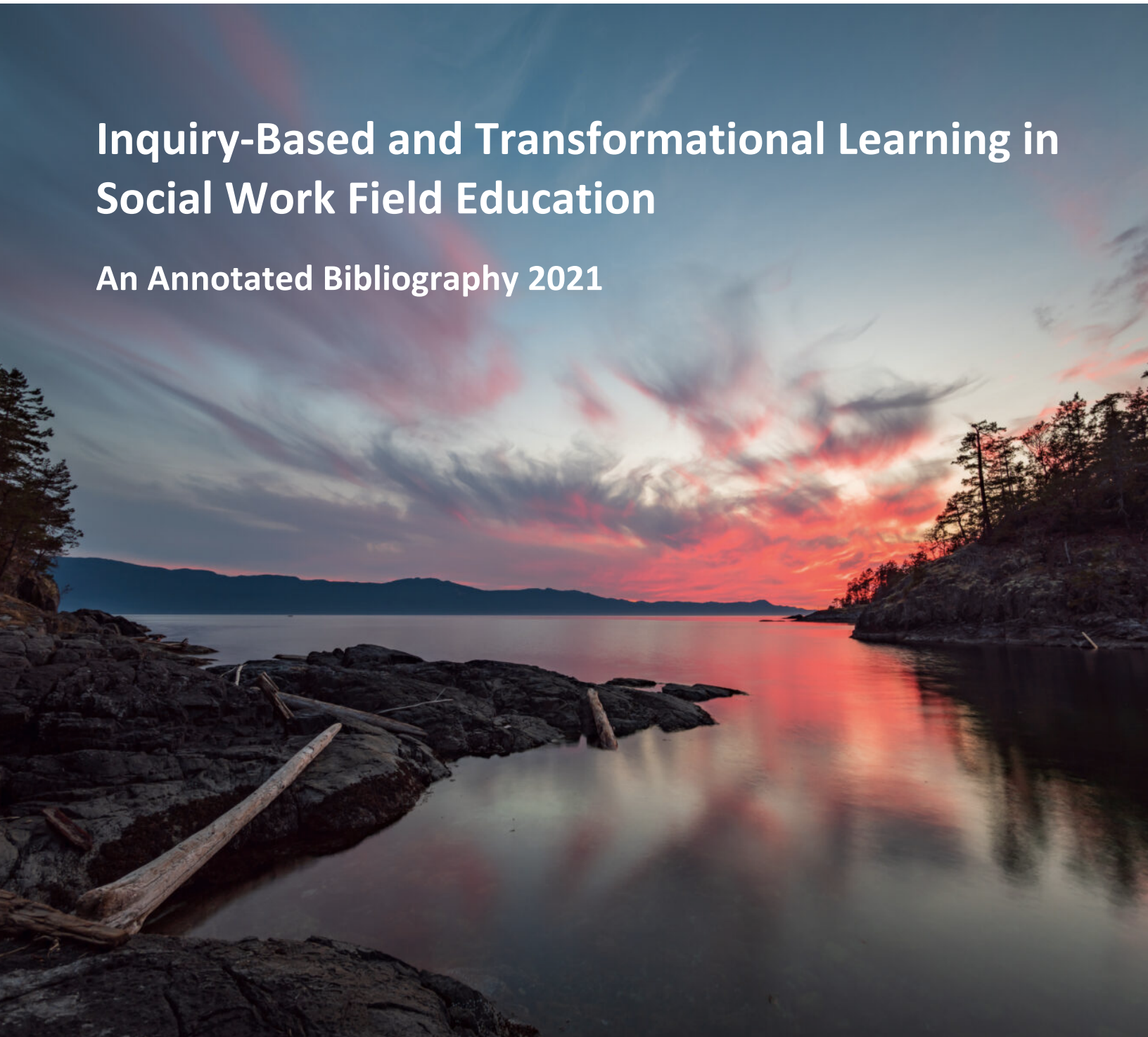# Inquiry-Based and Transformational Learning in Social Work Field Education

An Annotated Bibliography 2021

Transforming the Field
Education Landscape

ACKNOWLEDGEMENTS

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PURPOSE OF THE ANNOTATED BIBLIOGRAPHY

The Transforming the Field Education Landscape (TFEL) project, funded by the Social Sciences and Humanities Research Council of Canada's (SSHRC) partnership grant program, aims to better prepare the next generation of social workers in Canada by creating training and mentoring opportunities for students, developing and mobilizing innovative and promising field education practices, and improving the integration of research and practice in field education.

The purpose of this annotated bibliography is to gain a better understand of inquiry-based and transformational learning in the social work education context. "Inquiry-based learning (IBL) is an approach to teaching and learning that is student-centered and student-led" (Archer-Kuhn, 2020, p. 431). Transformative learning discusses a shift in an individual's perspectives due to learning experiences through social work education in the field.

METHODS

The methods for the search included using the University of Calgary online library database. There were 19 articles found for this annotated bibliography on inquiry-based and transformational learning in social work field education.

Database Search, Keywords and Modifications

Database	Keywords	Search Modifications
Academic Search Complete	"Inquiry-based learning" AND "social work' AND "field education" "Inquiry-based learning" AND "transformative learning" AND "social work*" "Transformative learning" AND "social work*" AND "field education or field placement or practicum"	- Peer reviewed - English language 2000-2021 2010-2021
Academic Search Elite	"Inquiry-based learning" AND "social work' AND "field education" "Inquiry-based learning" AND "transformative learning" AND "social work*" "Transformative learning" AND "social work*" AND "field education or field placement or practicum"	- Peer reviewed - English language 2000-2021 2010-2021
APA Psycinfo	"Inquiry-based learning" AND "social work" AND "field education" AND "field education or field placement or practicum"	- Peer reviewed - English language
CINAHL	"Inquiry-based learning" AND "transformative learning" AND "social work*" "Transformative learning" AND "social work*" AND "field education or field placement or practicum"	- Peer reviewed - English language 2010-2021
Education Research Complete	"Inquiry-based learning" AND "social work" AND "field Education"	- Peer reviewed - English language
ERIC	"Inquiry-based learning" AND "social work" AND "field education"	- Peer reviewed - English langugage
Google Scholar	"Inquiry-based learning" "social work" "field education" "Inquiry-based learning" "social work" "field education"	2000-2010 2010-2020

Database	Keywords	Search Modifications
Social Service Abstract	• "Inquiry-based learning" AND "social work' AND "field education" • "Inquiry-based learning" AND "transformative learning" AND "social work*" • "Transformative learning" AND "social work*" AND "field education or field placement or practicum"	• Peer reviewed • English language • 2010-2021
Social Work Abstracts	• "Inquiry-based learning" AND "social work" AND "field education" • "Inquiry-based learning" AND "transformative learning" AND "social work*" • "Transformative learning" AND "social work*" AND "field education or field placement or practicum"	• Peer reviewed • English language • 2010-2021
SocINDEX	• "Inquiry-Based Learning" AND "social work" AND "Field education" AND "Inquiry-based learning" AND "transformative learning" AND "social work*" • "Transformative learning" AND "social work*" AND "field education or field placement or practicum"	• Peer reviewed • English language • 2021-2021
University of Calgary Library Quick Search	• "Inquiry-based learning" AND "social work" AND "field education" • "Inquiry-based learning" AND "transformative learning" AND "social work*" • "Transformative learning" AND "social work*" AND "field education or field placement or practicum"	• Peer reviewed • English language • 2010-2021

ANNOTATED BIBLIOGRAPHY

Archer-Kuhn, B. (2020). Putting social justice in social work education with inquiry-based

learning. *Journal of Teaching in Social Work, 40*(5), 431-448.

https://doi.org/10.1080/08841233.2020.1821864

This paper situates inquiry-based learning (IBL) in a post-secondary context while examining

possibilities for social work education and practice. Specifically, in what ways has IBL been

utilized in higher education, and how might IBL be compatible with social work values that

promote social justice? This paper begins with a brief overview of the definitions of IBL and

associated theory, then illustrates the benefits of the approach and varying experiences of its

application, and finally considers how IBL and social work are complementary insofar as IBL

upholds various social work principles and supports the linking of theory to practice during

service-learning.

Archer-Kuhn, B., Lee, Yeonjung, F, S., & Liu, J. (2020). Inquiry-based learning as a facilitator to student

engagement in undergraduate and graduate social work programs. *Teaching and Learning*

Inquiry, 8(1), 187–207. https://doi.org/10.20343/teachlearninqu.8.1.13

This seven-cohort mixed methods study examines student engagement in their learning in

higher education utilizing inquiry-based learning. The study was conducted in varied settings

(on-campus, in community, and study abroad), and across various degree levels

(undergraduate, graduate, and doctoral) in social work education. Study results reveal an

increase in participant reflective and integrative learning, and an increase in higher-order

learning. Qualitative findings support the results through four emergent themes: (1)

experience of inquiry-based learning, (2) adjustments required for learning process, (3)

impactful facilitators to learning, and (4) developing deep learning. Implications and

recommendations are offered for higher education and professional programs.

Archer-Kuhn, B., & MacKinnon, S. (2020). Inquiry-based learning in higher education: A pedagogy of

trust. *Journal of Education and Training Studies*, *8*(9), 1-14.

https://doi.org/10.11114/jets.v8i9.4929

This qualitative constructivist grounded theory study of trust within inquiry-based learning in

higher education (IBL-HE) environments examined the experiences of instructors and students

through four focus groups and nine individual interviews. As the study purpose is to

understand the development and maintenance of trust in IBL-HE classrooms, participants are

experienced instructors, learners, and authors of IBL-HE from Canada, USA, New Zealand, and

Ireland. We used face-to-face sessions and zoom sessions to facilitate the focus group

experience, and telephone for the individual interviews to explore the following two research

questions:(1) what does trust mean in a higher education IBL (IBL-HE) classroom; and (2) how

do those involved create and maintain it? Our findings are revealed through our Pedagogy of

Trust in IBL-HE using 3 themes:(1) Creating an environment of negotiated mutuality;(2)

Emerging relationship/community building; and (3) Internalizing and applying a mindset shift.

Each of these stages involved a different trust relationship:(1) Professor-Student;(2) Student-

Student; and, (3) Student-Self. These findings provide evidence for IBL as a pedagogy of trust

in higher education and reinforce the need for the Scholarship of Teaching and Learning

(SoTL), and the lifelong learning skills desired by contemporary employers.

Archer-Kuhn, B., Yeonjung, L., Hewson, J. & Burns, V. (2020): Growing together: cultivating inquiry-

based learning in social work education. *Social Work*

Education. https://doi.org/10.1080/02615479.2020.1839407

Inquiry-based learning (IBL) is a student-centered teaching and learning approach that

is student led and inquiry driven. While research has explored experiences of IBL from student

perspectives, very little is known about instructor experiences in higher education,

particularly in the field of social work. The purpose of this study was to explore student and

instructor perspectives about utilizing an inquiry-based approach in three sections of a 4th

year Bachelor of Social Work practicum seminar. Drawing on four faculty experiences,

this qualitative study discusses similarities and challenges of planning and implementing IBL in

an undergraduate social work seminar course at a large research-intensive university in

Canada. This paper begins by providing an introduction to the state of knowledge regarding

IBL in higher education; it then considers research on student experiences of IBL, highlighting

the need for this study exploring faculty experiences. Three themes emerged from the data

analysis: to include deepened learning experiences, adjusting to a new approach, and peer

support and learnings. The findings suggest that first time IBL facilitators require support to

successfully implement this pedagogic method in social work education, even for those who

comfortably use experiential learning. For those who are new to this pedagogical approach,

the change in teaching approach can be intensive and time-consuming. But the intentional

instructor support included access to a faculty IBL mentor, Modeling, and a community of

practice to facilitate social work education in higher education.

Balestrery, J. E. (2016). Social work education without walls: Ethnography as a lens for transformative

learning. *Social Work Education*, *35*(6), 615–631.

https://doi.org/10.1080/02615479.2016.1151490

A call for innovation in social work has been put forth to address our society's greatest

problems. This call applies to social work education, which encompasses multiple functions

including teaching, research, and practice. Yet, innovation in social work is constrained by the

limits of current social work approaches and methods. Increasing social work's impact in the

real world requires illuminating the complexities of reciprocal forces between human lives and

the environment. Understanding such complexities incorporates spatial and interdisciplinary

approaches, such as ethnography. Ethnography, as method and metaphor, is a lens for transformative learning in social work education: It is the message. Ethnography illuminates real-world complexities and deepens social work education through its core contributions: methodological holism, methodological engagement, and methodological comparison. In deepening social work education, ethnography renders visible salient links in social work's field of dialectics, invoking the systems perspective. Yet, ethnography extends beyond and expands on the systems perspective, emphasizing engaged integration. Engaged integration of social work's dialectics forwards the discourse about the profession's identity. Thus, ethnography is a tool for advancing knowledge and promoting transformative learning in social work education.

Bay, U., & Macfarlane, S. (2011). Teaching critical reflection: A tool for transformative learning in social work? *Social Work Education*, *30*(7), 745–758. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/02615479.2010.516429

In an Australian Bachelor of Social Work degree, critical reflection is a process explicitly taught in a fourth year subject to students who have returned from their first field placement experience in agencies delivering social work programmes. The purpose of teaching critical reflection is to enable social work students to become autonomous and critical thinkers who can reflect on society, the role of social work and social work practices. The way critical reflection is taught in this fourth-year social work unit relates closely to the aims of transformative learning. Transformative learning aims to assist students to become autonomous thinkers. Specifically, the critical reflection process taught in this subject aims to assist students to recognise their own and other people's frames of reference, to identify the dominant discourses circulating in making sense of their experience, to problematize their taken-for -granted 'lived experience', to reconceptualise identity categories, disrupt assumed

causal relations and to reflect on how power relations are operating. Critical reflection often draws on many theoretical frameworks to enable the recognition of current modes of thinking and doing. In this paper, we will draw primarily on how post-structural theories, specifically Foucault's theorising, disrupt several taken-for-granted concepts in social work.

Blunt, K. (2007). Social work education: Achieving transformative learning through a cultural competence model for transformative education. *Journal of Teaching in Social Work*, *27*(3/4), 93–114.

Migration across national borders has resulted in demographic changes in the United States, causing the country to become more multi-ethnic. This presents considerable challenges for graduate level educators who need to be responsive to the unique academic needs of diverse populations by considering students' previous experiences, values, and beliefs. This change requires educators to incorporate various teaching styles and to create a classroom atmosphere where security, trust, and openness can be achieved. Developing cultural competence and creating a transformative learning environment is essential for social work educators teaching in multicultural environments in the 21st century. This article provides a brief overview of Burchum's (2002) Evolutionary Perspectives that will help to assist readers in obtaining a clear understanding of cultural competence. It also presents Blunt's Model of Cultural Competence for Transformative Education, which can promote both transformative learning and assist social work educators in fostering a transformative learning environment.

Braye, S., Lebacq, M., Mann, F., & Midwinter, E. (2003). Learning social work law: An enquiry-based approach to developing knowledge and skills. *Social Work Education, 22*(5), 479–492. https://doi.org/10.1080/0261547032000126425

This paper, written jointly by tutors and students, discusses an enquiry-based approach to learning and assessing law as part of social work qualifying training in England. It is argued

that social work law is an area of learning particularly suited to an approach in which enquiry and analysis skills are promoted through practical problem solving. The paper considers the theoretical rationale for this approach and identifies how this conceptual frame informs the learning and assessment structure. It identifies how students present evidence for assessment of their skill and knowledge development, through both written and verbal submission, and considers the learning outcomes achieved. The paper concludes with an evaluation of the approach as an example of knowledge and skill development through problem solving and reflection.

Cooner, T. S. (2011). Learning to create enquiry-based blended learning designs: Resources to develop interdisciplinary education. *Social Work Education, 30*(3), 312–330. https://doi.org/10.1080/02615479.2010.482983

Interdisciplinary teaching and learning in social work education can improve service user outcomes by promoting collaborative working between professionals. Educators must ensure that students are given opportunities to gain the skills, knowledge and experiences required for collaborative working. Blended learning can overcome barriers of time and place to create spaces for interdisciplinary students to engage in interactive and collaborative learning experiences. Little has been written in social work education outlining how educators can gain the competences required to develop blended learning designs. This paper provides access to a set of resources aimed at guiding educators through the complex processes of creating interdisciplinary enquiry-based blended learning (EBBL) designs. The context, ethos and rationale for the development of these resources are outlined along with an evaluation that suggests they were successful in guiding an interdisciplinary group of educators through the complex processes of creating interdisciplinary EBBL designs.

Damianakis, T., Barrett, B., Archer-Kuhn, B., Samson, P. L., Matin, S., & Ahern, C. (2020).

Transformative learning in graduate education: Masters of social work students' experiences

of personal and professional learning. *Studies in Higher Education, 45*(9), 2011–2029.

https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/03075079.2019.1650735

Transformative learning captures the process by which students engage in their learning at

holistic levels (emotional, cognitive, spiritual, physical, social, and environmental) and the

extent to which they experience a change in perspective, of themselves or society. This four-

year, four-cohort study (n = 40) examined the transformative learning experiences of Masters

of Social Work students as they prepared to graduate and practice in their professional field.

Data were collected via focus group methods and were analyzed using qualitative content

analysis. Three primary themes were identified: (1) transformation is a process of feeling

displaced, re-evaluating, and surfacing; (2) transformative outcomes are multidimensional and

embody personal and professional learning; and (3) transformative learning is a holistic

experience. This study makes a novel contribution to the literature on transformative learning

by empirically examining students' experiences of transformation within accredited

professional programs, and the development of pedagogical approaches that facilitate

student growth within such settings.

Harriman, K. (2020). A conversation on a new Canadian social work field education and research

collaboration initiative. *Field Educator*, *10*(1), 1–7.

The article presents an interview with Julie Drolet, Professor in the Faculty of Social Work at

the University of Calgary in Calgary, Canada. Topics include her role as principal investigator

for "Transforming the Field Education Landscape" project; the Social Sciences and Humanities

Research Council of Canada's (SSHRC) partnership grant program funded the project; and

efforts of field education and research for current challenges in field education and in integrating research into practice.

Lorenzetti, L., Halvorsen, J., Dhungel, R., Lorenzetti, D., Oshchepkova, T., Haile, L., & Biscette, K. (2019). Community based mentors and journey guides: A transformative learning approach to social work education. *Social Work Education*, *38*(7), 875–893. https://doi.org/10.1080/02615479.2019.1593956

Critical pedagogy is congruent with the social work discipline, which is engaged, people-focused, and centers on social justice, liberation and human rights. While there is growing recognition of the importance of better preparing social work students to engage in critical, anti-oppressive practice, students have limited opportunities for transformative learning experiences within community settings, outside of official practicums. Masters of Social Work students pursuing a specialization in international and community development (ICD) at a Canadian university were matched with community Journey Guides who provided mentorship and opportunities for students to become involved in community-based social justice initiatives. This article presents the eight-step experiential framework that was used as a pedagogical tool to support student learning, and the results from the program's evaluation with the first student cohort. Using surveys and focus groups, the study found the guiding relationship was characterized by acceptance, friendliness, encouragement, and motivation. Students engaged in critical dialogues with Guides, gained community development experience and skills and enhanced their social justice knowledge.

Plowright, D., & Watkins, M. (2004). There are no problems to be solved, only inquiries to be made, in social work education. *Innovations in Education and Teaching International, 41*(2), 185–206. https://doi.org/10.1080/1470329042000208701

This article provides a critical analysis and evaluation of how an inquiry-based learning (IBL) approach to learning and teaching was introduced into the curriculum of a large and well-established social work programme at a UK university. A rationale for the initiative is provided, in particular the rejection of the term problem-based learning (PBL) and why the alternative IBL term is more appropriate for social work education. Questionnaire surveys and focus group meetings revealed that students had a number of concerns about the introduction of IBL. The two main ones are reported on, namely the balance of subject teaching against student-centred learning and the timing of the introduction of the IBL approach to teaching and learning.

Pockett, R. (2014). 'Health in all placements' as a curriculum strategy in social work education. *Social Work Education*, *33*(6), 731–743. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/02615479.2013.874411

The convergence of health and social perspectives that aim to improve the quality of life of individuals, groups and communities through advancing the social determinants of health provides an important context for social work education. The adaptation of global initiatives such as Health in All Policies (HiAP) to a `health in all placements' approach in social work education is suggested as a curriculum initiative to support learning about health inequalities and enable students to locate their practice in the social, political, environmental and economic context of health and wellbeing. The integration of this approach with principles of social justice, social inclusion and the theoretical framework of transformative learning in field education is also discussed. It is argued that the approach supports the inclusion of global and local perspectives in social work curricula and pedagogical imperatives in higher education.

Rawles, J. (2016). Developing social work professional judgment skills: Enhancing learning in practice by researching learning in practice. *Journal of Teaching in Social Work, 36*(1), 102-122. https://doi.org/10.1080/08841233.2016.1124004

The aims of this article are twofold: to discuss the value of practice-based research as a basis for enhancing learning and teaching in social work and, as an illustration of this, to present the findings of a preliminary qualitative research study into social work students' development of professional judgment skills. The research was conducted with seven UK social work students at the point of qualification (graduation) to explore how they had developed skills of professional judgement during their two 100-day field work placements, during which time their learning and assessment were overseen by a practice educator. Practice-based research was used to gain insight into the authentic professional learning that takes place for students as they develop into qualified social workers required to formulate and exercise their own professional judgment. Semi-structured interviews were conducted using a critical incident approach, within an appreciative inquiry framework. The findings indicate that the participants' conceptualization of professional judgment was formulated around an interplay of social work values and knowledge and that their skills of professional judgement were developed through supported autonomy and a sense of their personal agency in learning and professional development.

Roberts, A. R., Sellers, Sherrill L, Franks, K., & Nelson, T. S. (2018). Teaching note-social work week: Harnessing the potential of group practice to achieve transformational learning. *Journal of Social Work Education*, *54*(3), 561–567. https://doi.org/10.1080/10437797.2018.1434431

Transformative learning approaches in social work education emphasize the importance of bringing together experience, critical reflection, and dialogue to promote individual and social change. An experiential learning assignment, Social Work Week, was designed to sharpen

undergraduate students' group practice skills and introduce them to the range of macro practice available to social workers using a transformational teaching approach. Social Work Week required students to work together in task groups to plan, implement, and evaluate this university-wide collaborative project that featured 11 student-led events over 5 days. Transformational teaching approaches place unique demands on students and the instructors. We share lessons learned and propose recommendations for adapting this project to further student learning in social work practice courses.

Shah, R. A. (2020). Experiencing the process of knowledge creation: Use of inquiry-based learning in social work education. *Social Work Education, Research and Practice*, 43–57. https://doi.org/10.1007/978-981-15-9797-8_4

Inquiry-based learning (IBL) is a broader term encompassing a range of pedagogical approaches with central focus on students' investigative work, raising questions and solving problems. The current chapter locates IBL within the social work education both in India and Australia. This chapter is based on author's reflections while making use of IBL pedagogical approaches during her teaching experience of over the last ten years. Since IBL approaches necessitates complete involvement of learners in the process of exploration, analysis and co-creation of knowledge, the traditional teaching practices whereby learners are treated as passive recipients of information may no longer prove to be effective in developing independent learners. Thus, IBL-related pedagogies are being advocated within the realms of higher education. Even in the social work education worldwide and also in Indian context, IBL approaches are emphasized but the documentation of such practices remains limited especially in Indian context. It is in this chapter that author has attempted towards documenting her own experiences of using IBL approaches while engaging with students both in classroom teaching and fieldwork supervision-related processes.

Tarsem, S., C. (2014). Using Facebook to explore boundary issues for social workers in a networked

society: Students' perceptions of learning. *The British Journal of Social Work, 44*(4), 1063–

1080. https://doi.org/10.1093/bjsw/bcs208

This paper examines final-year MA and BA social work students' experiences of using

Facebook as part of an enquiry-based blended learning design. A Think Family and Whole

Systems module was redesigned using constructivist principles of emergent learning. This

redesign enabled students to engage in life-like situations to help them reflect on the

implications of using social networking sites as social work practitioners. It is suggested that

student confidence in being able to outline the ethical issues, personal privacy concerns for

professionals and service users, and the potential positive and negative aspects of using social

networking sites for future professional development increased as a result of engaging with

the learning design. To cater for the increasing use of social networks in society, a rationale

for the learning design is outlined from the perspective of social work education. The paper

then outlines the lessons learnt from students' engagement with Facebook as a site for

learning.

Zorn, I. & Seelmeyer, U. (2017). Inquiry-based learning about technologies in social work education.

Journal of Technology in Human Services, *35*(1), 49-62.

https://doi.org/10.1080/15228835.2017.1277913

This article explores the value of technology education in the social work curriculum and

advocates an integrated approach where students study potential technology applications in a

real-world context. By way of illustration, a descriptive account of an inquiry-based learning

(IBL) class where students conducted research on how digital media might support education

and therapy for children with special needs. IBL can offer students opportunities to combine

theoretical, analytical, and practical learning and to trace the connections among technology,

organization, education, communication, and ethical and legal issues. The resulting student learning is mapped to the U.S. standards for technology and social work practice, and the main challenges are the complexity of the topics involved in real-world problem solving and the need for skills and knowledge about both technology and research methods.

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