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STUDENTS' EDUCATIONAL OUTCOMES FOR HYBRID MSW PROGRAM

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STUDENTS' EDUCATIONAL OUTCOMES FOR THE HYBRID
MSW PROGRAM

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Social Work

by
Carolina Faye Villarosa Profeta

May 2023

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ABSTRACT

The COVID-19 pandemic has significantly changed post-secondary social work program mode of learning throughout the nation. Due to the COVID-19 pandemic, social work program transitioned from in-person to hybrid a modality. The purpose of this study is to explore the effects of the social work program's hybrid modality on students' learning outcomes. Specifically, this study will examine participants' cognitive presence, perceived effectiveness, and student perceptions. This study is important, as there is no research on social work program's hybrid modality on students' learning outcomes. This is a quantitative study and uses online surveys to gather results. The ANOVA and chi square were used to determine significance between the learning outcomes. The results from this study indicate that the three types of learning modalities such as in-person, hybrid, or online made no change in social work students' learning outcomes. In addition, the study discovered that hybrid participants indicated WIFI interference during peak usage times which impacted their perceptions of courses taught online.

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CHAPTER ONE: PROBLEM FORMULATION

Introduction

The emergence of the COVID-19 pandemic has impacted many education institutions in the United States by being mandated to close the face-to-face interactions and employ online learning, whereby instruction is conducted remotely using a digital platform (Gallagher & Palmer, 2020). Currently, the adoption of the online modality has significantly increased by many universities, therefore causing education to rely on technology heavily. However, many online learning programs experienced limitations because they lacked face-to-face instruction benefits (Council on Social Work Education [CSWE], 2021). Many Master and Bachelor of Social Work programs has incorporated online and traditional education, adopting a hybrid modality. Thus, allowing students to work with clients in person will allow them to gain social work experience and insight, which prepares recent graduates to become social work practitioners as they enter the employment field. Since the hybrid modality plays a significant role in the growing online educational programs, this study explores how the modality affects the learning outcomes of post-secondary social work students.

Technology has transformed MSW programs by transitioning from traditional education to online or hybrid education in the past twenty years. Online and hybrid education uses synchronous and asynchronous methods (Cummings et al., 2015). For instance, synchronous means that students and instructors participate simultaneously being held live using the internet (Cummings et al., 2015). Additionally, asynchronous is

defined as a course assignment that can be completed at the students' discretion at a particular time frame (Cummings et al., 2015).

Online education is teaching and learning by primarily using the internet to communicate, send content, and collaborate (Cummings et al., 2015). Alternatively, traditional education is in-person learning and teaching in a classroom setting (Cummings et al., 2015). Therefore, combining online and in-person knowledge is known as hybrid education (Cummings et al., 2015). Another term for hybrid learning that is commonly used is blended learning (Köse, 2010). Researchers argue that traditional education provides face-to-face experiences and opportunities to self-actualize their potential in the new profession that online education cannot offer (Banks & Faul, 2007).

A hybrid education offers the convenience of accessing classroom material over the internet using an online portal and simultaneously having classes held in person, offering sufficient interaction and collaboration. Moreover, it is an innovative approach to optimizing students' learning by providing online learning platforms which cultivate more effective and efficient learning experiences (Köse, 2010). Furthermore, incorporating online learning activities and resources enhances the quality of face-to-face meetings (Köse, 2010). Overall, in the social work profession, it is vital to have strong interpersonal skills to engage in meaningful conversations with clients to properly assess their needs (Allen & Seaman, 2011; Perlamn et al., 2010). Therefore, the hybrid program offers an opportunity to receive interpersonal skills needed in the social work practice and have the course materials conveniently available online for students to access.

In the Council on Social Work Education study, 3,564 surveys were completed by many post-secondary education social work students representing 151 institutions in 44 states. The surveys focused on currently enrolled social work students' experience and perceptions about the abrupt change to exclusively online courses because of the COVID-19 pandemic (CSWE,2021). Furthermore, the survey collected spring 2020 social work students' intentions to enroll in fall 2020 courses under different scenarios. The survey results indicated that 61.1 percent of social work students reported that their learning declined after moving to online learning from in-person learning (CSWE, 2021). Around 64.8 percent of students stated that they learned 40 percent less than they would in an in-person classroom (CSWE, 2021). The field placement portion of the MSW program caused 68 percent of students attending during fall 2020 to report that they would have preferred completing their field placement in person. The abrupt change from in-person to online social work higher education courses resulted in 91 percent of students choosing in-person classes if offered in the following semester (CSWE, 2021). Despite the immediate change, other surveys did not indicate students' adjustment to the sudden shift in learning modalities. Currently, MSW programs offer in-person courses with access to course material online. As a result, we can evaluate the learning outcomes of the hybrid education model.

The research regarding the MSW learning modalities concentrated on examining the educational outcomes of a comprehensive online social work graduate program compared to the traditional in-person counterpart (Cummings et al., 2015). Currently, there is little research conducted on hybrid graduate social work programs' educational outcomes. MSW programs should examine the effectiveness of new hybrid programs

utilized due to the pandemic. The hybrid modality is a versatile way of teaching students course materials. Thus, social work students can take a course online learning therapeutic interventions as well as applying what they have learned during an in-person class by conducting therapy role plays with their classmates. The hybrid modality's unique aspects can provide students with a well-rounded learning experience compared to the online modality. Moving forward from the pandemic, the hybrid modality appears to be the new normal for teaching social work students. Investigating the social work students learning outcomes while using the hybrid modality can provide more incite of effects this modality has on their skills and education as a future social worker.

The current study will address the question: What effect does the Hybrid modality have on MSW/BSW students' cognitive presence, perceived effectiveness, and students' perceptions as future social workers.

CHAPTER TWO: LITERATURE REVIEW

Introduction

The COVID-19 pandemic dramatically changed the lives of people all over the world. The United States has enforced travel limits and social distancing to prevent the spread of COVID-19 (Department of Education [DOE], 2021). Due to social distancing regulations, all academic institutions were temporarily closed (Phan et al., 2021). For instance, on April 8, 2020, 188 countries were forced to close schools which impacted 91.3 percent of students worldwide (Phan et al., 2021). Therefore, the closure of educational institutions such as schools, colleges, and universities interfered with 1.6 billion students' learning and teaching activities (Phan et al., 2021). Educational institutions had to transition teaching modalities from face-to-face courses to exclusively online learning.

Post-secondary social work programs such as master's and bachelor's social work programs (MSW, BSW) found it essential to teach face-to-face. Therefore, the social work programs were highly affected because in-person internships were temporarily stopped. This vital portion of the social work program allows students to apply social work concepts and interventions to everyday social work situations. It has been over a year since the pandemic mandated shutdown occurred, and many educational institutions have opened but with COVID-19 guidelines. As a result, many academic institutions had to incorporate online components for traditional courses. For example, lectures and internships were held in person; however, many course materials

were submitted and distributed online. Therefore, a hybrid modality combines face-to-face and online features to provide social work students with in-person experience and lessons to be obtained online. As COVID-19 restrictions are still in place, the hybrid modality seems to be very suitable because it offers the best of both worlds that can change, causing it to be the new normal in the educational curriculum. Thus, it is vital to research the hybrid modalities and their effects on post-secondary social work students.

Due to the lack of research on hybrid modalities, this literature review will examine online and face-to-face modalities in post-secondary social work programs. In addition, it will cover how these learning modalities affected students' competence, perceived effectiveness, and perspectives in entering the field of social work. The subsections will describe the hybrid modality and students' learning outcomes. The final subsection will be learning theories such as experiential learning theory and the technology acceptance model relevant to post-secondary social work students.

Hybrid Education

The Council on Social Work Education, CSWE (2017) has accredited 27 hybrid MSW and BSW programs in the United States. The CSWE has a definition of a hybrid social work program as a combination of face to face and distance education which include online courses, television, and other types of virtual instruction (CSWE, 2012). Although the hybrid social work current definition was created more than ten years ago before COVID-19 existed, no further changes have been made to this definition. Thus, CSWE's current hybrid definition will be referenced for this study.

Furthermore, about 42.9 percent of MSW and BSW programs are offered in a hybrid structure (CSWE, 2016). Thus, the hybrid structure satisfies required in-person field internships in which applied social work techniques are learned and practiced. This study defines hybrids as programs and classes that combine online-and traditional face-to-face education (Miller et al., 2003). Therefore, students interact with professors, and the course material is provided online and in person.

Critical Components of Hybrid Modality

The MSW/BSW hybrid modality studied is divided into two components in this study. First, since social work is an applied profession, the educational programs need to include a field practicum. Therefore, the two components consist of class instruction and field placement.

Class instruction

The class instruction in a hybrid education key criterion is at least one class utilizes more than fifty percent of class instructions, lectures, and materials are delivered using technology (Hamza Lup et al., 2015). The course component of the hybrid modality provides students with an interactive and assessment tool that is delivered through an online platform such as Blackboard and Canvas. Therefore, online interaction tools are emails, chat groups, discussion forums, and assessment tools such as quizzes, exams, and assignments (Hamza Lup et al., 2015). In addition, the course content includes required reading discussion forum in which students are urged to interact during the semester (Hamza Lup et al., 2015). Course content aims to support students' learning through investigating, challenging, seeking feedback, questioning, and learning through interaction with instructors and peers (Hamza Lup et al.,

2015). Furthermore, technologies like discussion forums allow becoming active learners by creating, owning, retrieving, and exchanging information with other people in the course (Hamza Lup et al., 2015). However, the in-person sessions are vital in exploring the course content and the online interactions to further cultivate the students' understanding of the material (Hamza Lup et al., 2015).

Field Practicum

During the field practicum, students visit their field site, which results in this component being one hundred percent in person. The purpose of the field practicum is to allow students to work in a professional setting to demonstrate skills in social work to apply practices and theories learned in class. Students will also be supervised by a licensed social worker who provides guidance and support while practicing social work. Since both MSW and BSW programs have in-person field practice and lectures, most students' applied learning experience occurs in person (Hamza Lup et al., 2015). The hybrid modality has shown popularity for students because it provides them with the flexibility of online classes and the advantages of face-to-face classroom activities (Drysdale et al., 2013). Unfortunately, there has been little research on the effects of the hybrid learning modality on MSW and BSW learning outcomes, cognitive presence, perceived effectiveness, and students' perceptions. The following sections will cover research papers that study the variables which affect learning outcomes mentioned earlier, from online and traditional education.

Learning Outcomes: Cognitive Presence

Cognitive presence is a component of the Community of Inquiry (CoI) framework for teaching effective and engaging courses. The other components that comprise CoI are teaching presence and social presence, but we will focus on cognitive presence for this study to understand the impact of students' concentration while taking a hybrid course. For instance, engaging students' minds in the online environment through academic content is a cognitive presence, one key factor to successful student learning (Van Wart et al., 2020). Thus, cognitive presence suggests the quantity and quality of collaborative problem-solving, critical thinking, and forming meanings to essential concepts in students (Van Wart et al., 2020). Furthermore, as post-secondary social work students graduate and enter the employment field, they are expected to become practitioners. Therefore, it is vital to understand how the hybrid modality affects students' learning outcomes of cognitive presence.

For instance, the study by Van Wart et al. (2020) focuses on students enrolled in educational programs.. The study aims to understand the hierarchy of success factors that are least to most critical to their online learning experience. Therefore, cognitive presence is one factor in the order that contributes to students' online learning experience (Van Wart et al., 2020). The sample size for this study was 987 undergraduate and graduate students who participated in the survey (Van Wart et al., 2020). The large sample from one business school represented students from several disciplines such as public administration, accounting, finance, marketing, information decision sciences, and management (Van Wart et al., 2020). The results revealed that the consensus for students using online learning modality considered that cognitive

presence is least important as compared to other Critical Success factors such as teaching presence, social presence, and instructional support (Van Wart et al., 2020). However, graduate students view the cognitive presence as of higher importance than undergraduate students (Van Wart et al., 2020). Although the rating for cognitive presence is not very high among undergraduate students, it is essential to consider this learning outcome in this study to understand how students' engagement in course topics are affected by the hybrid modality because it is a vital component of Col and understanding how students learn using online materials.

Conversely, the gap in this research is the sample of students obtaining degrees from various business-based disciplines, which is different from post-secondary social work education (Van Wart et al., 2020). Furthermore, the type of courses taught in an online setting can influence if students have a cognitive presence. Thus, depending on how rigorous the course material and how the instructor conducts the class may not translate well and lead to a disinterest in learning that subject which ultimately decreases cognitive presence. In addition, the survey statements or questions may have been conducted to respondents to rate quality rather than experience and assess the importance of online course elements (Van Wart et al., 2020). Therefore, for this current study, statements and questions on the surveys given to students need to be carefully written to prevent confusion. Overall, to identify how the hybrid modality affects learning outcomes, many variables such as prior technology experience need to be considered to increase the validity of this study.

Learning Outcomes: Perceived Effectiveness

In March 2020, University of Business and Technology (UBT), switched from in-person class lectures to online lecture to continue students' education during the COVID- 19 Pandemic. Consequently, a study by Fatbardha and Celcima (2022) conducted a study on English language and Psychology students at UBT to understand their perceived effectiveness of online mode of learning (Fatbardha & Celcima, 2022). The study examined two courses in which was initially delivered online and switched to in-person for one semester (Fatbardha & Celcima, 2022). The study compared two learning methods such online and in-person learning. The qualitative study utilized an online questionnaire that was used to describe students perceived effectiveness of online and in-person instruction and the questionnaire was created by the researchers (Fatbardha & Celcima, 2022).

The study revealed interesting results as to English language and Psychology students perceived effectiveness of online, in-person and hybrid instruction. For instance, 26.3% of students responded positively, when students asked if online classes support their learning (Fatbardha & Celcima, 2022). About 34.2% of students had a positive response to the general effectiveness of online learning. Additionally, 40% of students believed that online learning motivates them. In terms of the hybrid instruction, 39.5% of students agreed that hybrid modality of instruction was appropriate for their learning needs (Fatbardha & Celcima, 2022). Conversely, 7.9% of student's respondent positively when asked if their current hybrid course were to be changed to an in-person course (Fatbardha & Celcima, 2022). Furthermore, the Psychology students scored higher on perceived effectiveness of online learning than English language students

(Fatbardha & Celcima, 2022). The study showed that two groups of students had favorable attitudes toward online instruction (Fatbardha & Celcima, 2022).

Nevertheless, the limitation to the study is that students from other fields of study may respond differently to the survey questions (Fatbardha & Celcima, 2022). Another limitation in the study is to expand this research to other educational institutions. This current study can fill the gap in this research by primarily investigating the perceived effectiveness of the hybrid modality on social work students.

Learning Outcomes: Student Perceptions

Student perceptions include their preparedness for professional social work practice and insight into their educational experience using online or face-to-face programs (Cummings et al., 2017). A study that compared face-to-face and outlined post-secondary social work programs conducted an exit survey to indicate students' perceptions of their final semester. Online students rated their preparedness to enter the professional field of social work higher than their face-face counterparts (Cummings et al., 2017). However, a limitation of this study is age was related to all student preparedness variables (Cummings et al., 2017). For instance, online students at an older age have a higher maturity level and life experience, which can influence their preparedness to participate in the social work field, which the study didn't further investigate. Thus, age is a variable in the study that created a gap in their research. The current study will fill the gap in this research paper by controlling variables such as age and maturity level.

Another study was conducted by the Council on Social Work Education (CSWE) when COVID-19 forced MSW, BSW, and Ph.D. students to use only online learning to prevent the spread of the virus. The study underwent a comprehensive process of survey collection which resulted in discovering students' negative perceptions of the immediate transition from in-person to online learning. For instance, the survey results indicated that 61.1 percent of social work students reported that their knowledge declined after moving to online learning from in-person learning (CSWE, 2020). In addition, around 64.8 percent of students stated that they learned 40 percent less than they would in an in-person classroom (CSWE, 2020). The gap in this study is that the surveys were conducted right when the student had to change their learning modalities. Due to this change, many programs, professors, and students were adjusting to this change, creating negative perceptions of these programs. As mentioned earlier, the current research of hybrid modalities will be conducted after the adjustment period, increasing validity of the study.

Theories Guiding Conceptualization

The two theories used to conceptualize the framework of this study are the technology acceptance model (TAM) and experiential learning theory. The technology acceptance model (TAM) is derived from the Theory Reasoned action model (Phan et al., 2021). The TAM model describes individual motivation to use technology based on three factors: perceived ease of use, users' attitudes towards using technology, and perceived benefit that technology brings (Phan et al., 2021). This theory helps frame how students' motivation to use technology will ultimately affect their learning outcomes.

Additionally, it increases understanding of why students are encouraged to use online-based education. Therefore, positive, or negative learning outcomes result from how students perceive the ease of use, attitudes, and perceived benefit of technology in a hybrid learning modality.

In addition to TAM, another theory that applies to this study is David A Kolb's experiential learning theory, which describes that a student learns best by using the concepts they have learned in a real-life situation (Tafor et al., 2016). Furthermore, this theory immerses students' inactivity and allows them to reflect on their experiences (Tafor et al., 2016). The experiential learning theory has four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. First, in the substantial experience stage, a student receives a new adventure and understands an experience innovatively (Tafor et al., 2016). Second, in the thoughtful reflective observation stage, students review and reflect on what they have learned and connect it to their personal experiences (Tafor et al., 2016).

Furthermore, students use their understanding and experience to reflect on the new knowledge (Tafor et al., 2016). Next, in the abstract conceptualization stage, students learn from their unique expertise and ideas and adjust their views based on their reflections about it (Tafor et al., 2016). Finally, students apply new ideas and experiences to the world around them. Since post-secondary education in social work involves field practicum, students engage in all four stages of the experiential learning theory, which allows them to have positive learning outcomes (Tafor et al., 2016). Social work students will learn key concepts to solve problems and challenges. In hybrid education, students will attend their practicum in person, reinforcing the key ideas and

concepts learned in class. In addition, in-person lectures and discussions allow students to role play with other students reinforcing the experiential learning theory because they are learning skills that they are practicing in real-time. Overall, experiential learning theory supports framing the process of how post-secondary students learn from critical concepts and techniques by applying them to practice.

Conclusion

The COVID-19 pandemic significantly affected post-secondary education worldwide, causing many colleges and universities to transition from traditional to exclusively online education. When COVID-19 restrictions lessened, the hybrid modality has been heavily utilized in post-secondary education programs, thus potentially making the hybrid modality the new normal. However, there have not been many studies on how the hybrid modality affects students' learning outcomes. Furthermore, the studies on students' learning outcomes are based on fully online educational programs. Therefore, this study will better understand how the hybrid modality affects learning outcomes for post-secondary social work students.

CHAPTER THREE:

METHODS

Introduction

This study will explore educational outcomes, including cognitive presence, perceived effectiveness, and students' perceptions among master's and bachelor's social work (MSW/BSW) when enrolled in the hybrid modality-based program. This chapter will contain the details and descriptions of how the study will be conducted. The sections discussed will be study design, recruitment and participation, data collection and instruments, procedures, protection of human subjects, and data analysis.

Study Design

The abrupt changes in learning modalities can hinder students' learning outcomes. Thus, it is vital to the practice to study how the hybrid modality affects students' learning outcomes. This study examines educational effects, including cognitive presence, perceived effectiveness, and students' perceptions among master's and bachelor's social work (MSW/BSW) when enrolled in the hybrid modality-based program. This study will use an exploratory, quantitative approach. The MSW and BSW students will be given an online, cross-sectional survey to collect data on participants' views, experiences, and learning outcomes while receiving instruction in a hybrid education model.

The online survey allowed the researcher to better understand students' experiences and learning viewpoints while receiving their course materials and lectures

in a hybrid educational format. Furthermore, the survey will include close-ended questions, allowing respondents to answer each question while reducing ambiguity in responses. Pre- experimental research design using a study will enable many participants to conveniently partake in this study and identify an associate relationship between the hybrid modality on students' academic outcomes such as cognitive presence, perceived effectiveness, and students' perceptions.

A limitation of using online surveys include misinterpretation of questions. The researcher needs to create clearly understood questions because a survey question can be interpreted differently between participants, affecting the validity of the data. In addition, close-ended survey questions with fixed-response choices can obscure respondents' actual viewpoints on the hybrid modality. However, each survey question was carefully crafted and screened until the questions are significantly clear to respondents, reducing misleading or inappropriate answers and increasing the reliability and validity of the study.

Recruitment and Participation

In this study, non-probability and convenient sampling is utilized. The participants of this study will be MSW and BSW students. The eligibility requirements for this study are that MSW students will need to be enrolled in the full-time two-year program, and BSW is a full-time or part-time, four-year program. In addition, both MSW and BSW will need to have taken at least one hybrid course. Approval has been requested from the a department chair to conduct a research study on social work students. Once approved, the department chair emailed all social work students asking for participants for this study. The email contained a flyer detailing the purpose of the research and the online

survey link and QR code. In addition, participants in this current study were encouraged to invite other cohort members to participate in this study. There will be about 100 students participating in this present study.

Data Collection and Instruments

For this research study, quantitative data was collected by conducting individual online surveys. Online surveys provide a broad understanding of the data collected in this study. The online surveys were created and accessed by participants through a survey website called Qualtrics. Before participants start their surveys, they were given a detailed description of the purpose of the study, and participants signed an informed consent form. Next, participants started the first part of the survey they were asked for demographic information, including age, gender, ethnicity, current program, and status of current program. Finally, the second part of the survey is collecting data on the effects of the hybrid modality on the following learning outcomes. Several questions were asked regarding the hybrid modality (IV), including the average percentage of online course materials used type of course taken: online or in-person. The multiple questions will be used for the hybrid modality to have a comprehensive definition of the hybrid modality for this study. Thus, the series of questions to determine the hybrid modality will be a mixture of nominal and ratio levels of measurement. Each learning outcome, such as cognitive presence, perceived effectiveness, and students' perceptions, had an individual instrument for data collection, which are depicted below.

First, cognitive presence involves social work students to be receptive and engaged in the course being taught in a hybrid model. This study used the Critical

Success Factor Scale (CSF) to measure students' perceptions of the indicators and techniques that lead to quality online-based classes to measure the cognitive presence. Using the CSF scale to measure cognitive presence used an interval level of measurement. This survey will include a CSF scale that tested cognitive Presence in seven factors that have stimulating curiosity, opportunities for reflection, helping students construct explanations posed in hybrid courses, and applicability of the material. For instance, questions included in the survey will test cognitive presence: "online course provides opportunities for meaningful reflection on course content," and "I can apply the knowledge created in online courses to my work or other non-class related activities." After participants answer a series of questions regarding the cognitive presence, they will move on to the next part of the survey, testing perceived effectiveness.

Second, the perceived effectiveness scale measures the effectiveness as perceived by social work students' regarding the modality in which their courses are taught. The 6-item instrument evaluated social work students' perceived effectiveness of performing critical skills related to the social work practice. The perceived effectiveness scale was created for this study and consisted of a 5-point rating scale with the following values: 0= Not at all Effective; 1=Not Effective; 2=Moderately Effective; 3=Effective; 4=Very Effective). Thus, the perceived effectiveness scale is a reliable scale used in this study, and the numerical values of the scale use an interval measurement. For example, the following questions that was asked for this scale include, "How effective are social work in-person courses, in preparing you to enter the social work field? "How do you perceive the effectiveness in learning social work

theories and interventions via online course?” The last portion of the survey examined students’ perceptions of the MSW/ BSW hybrid courses.

Lastly, this survey section measured students’ perceptions of the MSW/ BSW hybrid education received at their program. For this study, we used the 5- point Likert rating scale to examine students’ perceptions of their hybrid education. The values that were used are (1) Strongly disagree; (2) Disagree; (3) Neither agree nor disagree; (4) Agree; (5) Strongly agree (Cummings et al., 2015). The values of this scale used an interval level of measurement. In addition, to increase the reliability and validity of the current study, research had specific survey questions relating students’ online class experience and its impact on student perceptions. For example, the following questions include “Do you find it difficult to use of online learning during peak usage times?” “I am satisfied with use of online learning”?

Once participants complete their surveys, the results will be stored on Qualtrics to be viewed for data analysis.

Procedures

Department chair approved the research to conduct online surveys on social work students, she sent a mass email to students to ensure significant participation in this study. Thus, Department chair’s mass email to all social work students included the flyer that details the purpose of the research, and participants’ involvement in the study. In addition, the participants were given the option to complete the twenty-minute survey within two weeks when it was emailed. The researcher understands participants’ time constraints and busy schedules, so providing more time to complete the study will make

them more comfortable and inclined to complete the survey. In addition, the use of an online survey allows participants to conduct the study in their own space of their choosing, which creates a comfortable environment to answer each question openly and honestly.

After participants read a brief introduction of the study, the second part of the email explained informed consent and confidentiality. An attached consent form link will be asked to sign before the participants partake in the survey. Once participants click the survey link, they were asked to complete demographic questions, including age, gender, ethnicity, current program, number of prior field experience, and number of hybrid courses taken. The researcher collected completed surveys and answers through Qualtrics. This information was exported from Qualtrics, imported the data collected, and then uploaded onto Statistical Package for the Social Sciences (SPSS). At the end of the survey, the participants were thanked for their participation and time spent in this study. *The consent form and flyer can be access in appendices A and B for viewing.*

Protection of Human Subjects

The survey participants' identities will be kept confidential from other participants and individuals that are not a researcher in this current study. Before participants take the survey, informed consent was asked to be completed before this study. To ensure participants' confidentiality, researchers required a minimal amount of information that was used to identify a survey participant. The researcher will not discuss or use the information to identify the participants for anything other than the survey's purposes.

When participants' data is distributed, researchers ensured that information that identifies participants should be masked to avoid revealing vital information. In addition, researchers used number codes to identify the respondents to a survey. The key containing the name-to-code linkage information was stored separately. Each participant read and signed an informed consent before participating in the online survey. All surveys were conducted only online, and three years after the study is completed, the data stored in the Qualtrics database will be deleted. *The IRB approval can be access in appendix C for viewing.*

Data Analysis

All data gathered once surveys are completed was stored using the survey tool, Qualtrics. First, the researcher extrapolates the data from Qualtrics and input the data to SPSS to analyze the data further. Second, the use of the hybrid modality (IV) and social work students' learning outcomes, including cognitive presence, perceived effectiveness, and students' perceptions domains (DV), was statistically analyzed using a descriptive statistical software program (SPSS). Variables that were considered and coded are the participants' age, gender, ethnicity, current schedule, number of prior field experience, and number of hybrid courses taken. In addition, descriptive measurements such as mean and standard deviation identified demographic variables.

In addition to the demographics, both the independent and dependent variables were using an interval level of measurement. Furthermore, the dependent variables were coded and sorted into the three learning outcomes: cognitive presence, perceived effectiveness, and students' perceptions domains. Next, using the SPSS software, an

ANOVA test will be run to determine whether the following modalities such as online, hybrid and in-person affects MSW/BSW student three learning outcomes. Finally, chi square will be run to understand how students rank the existence of cognitive presence while a course is taught in the three different modalities listed above.

Conclusion

The current study observed the hybrid education effects on MSW/BSW students' cognitive presence, perceived effectiveness, and students' perceptions of learning outcomes. The use of surveys allowed researchers to gather a large sample size and determine a relationship between hybrid education and learning outcomes. The data collected provided insight into how effective hybrid education affects MSW/BSW students' learning outcomes. Consequently, this learning modality can become the new normal in post-secondary education. Additionally, the graduating MSW/BSW students will be expected to be social work practitioners, so it is vital to examine this modality's learning effects on future social workers. The quantitative methods used in the study will best support this process.

CHAPTER FOUR:

RESULTS

Introduction

This chapter will highlight the findings of the participants' demographics and learning outcomes. These descriptive statistics results show that the social work students at enrolled in-person, online, and hybrid modalities of instruction do not impact their learning outcomes.

Table one represents the characteristics of the surveyed students. A total of 71 students in the Bachelor and Master Social Work programs at participated in this survey. Students that are enrolled in an online, in-person, and hybrid course of instruction were asked questions in order to measure their learning outcomes including cognitive presence, perceived effectiveness, and student perceptions. Out of the 41 (71 students who participated in the survey, 7 (9.9%) respondents were male, and 60 (84.5%) respondents were female. The ages of the respondents ranged from 20 to 58 years old, specifically 53.5% were between the ages of 20 to 30 years old, 26.8 % were between the ages of 31 to 43 years old, and 15.5 % were between the ages of 44 to 58 years old. Therefore, the most common age group was between the ages of 20 years old to 30 years old. Regarding the racial and ethnic backgrounds of respondents, 25.4 % identified as Caucasian, 56.3% identified as Hispanic or Latino, and 18.3 % identified as other. The respondents that identified as others comprise racial and ethnic groups such as Native American, African American, and others.

The next set of questions asked participants about specific details regarding their social work educational program such as undergraduate, graduate, full-time, and part-time study. Participants were asked to identify which the Social Work program they were enrolled in. Therefore, 70.4% of students reported being enrolled in the Master of Social Work program and 22.5% of students reported being enrolled in the bachelor's Social Work program. Regarding the students' educational program status, 76.1% of students reported being full-time, and 16.9% of students reported being part-time.

Table 1. Demographic Characteristics of Participants (N=71)

	<i>n</i>	%
Age		
20-30	38	53.5
31-43	19	26.8
44-58	11	15.5
Gender		
Male	7	9.9
Female	60	84.5
Ethnicity		
Caucasian	18	25.4
Hispanic/Latino	40	56.3
Other	13	18.2

Program Type		
BSW	16	22.5
MSW	50	70.4
Status		
Full-Time	54	76.1
Part-Time	12	16.9

Table 2 Student Outcome and Modes of Learning

	In-Person			Hybrid			Online			P
	M	SD	%	M	SD	%	M	SD	%	
Cognitive Presence (Taught Online)	19.77	4.29		18.78	4.08		19.27	4.96		0.81
Cognitive Presence (Taught In-Person)	23.30	2.70		19.46	5.10		21.10	4.30		0.07
Ranking										
Online			29.6			40.4			14.9	0.72
In-person			21.1			42.6			25.5	0.65
Combination (Hybrid)			15.5			17.0			59.6	0.42
Perceive Effectiveness (Taught In-person)	13.30	1.76		12.14	2.26		12.60	2.42		0.33

Perceive Effectiveness (Taught Online)	11.00	2.90	11.10	2.20	11.72	2.76	0.73
Student Perceptions							
Satisfaction (Taught In-Person)	2.40	1.43	1.79	0.83	1.83	1.34	0.27
Satisfaction (Taught Online)	2.08	0.91	2.08	0.912	2.55	1.44	0.448
WIFI Interference (Taught In-Person)	4.00	1.16	3.54	1.34	4.17	1.27	0.27
WIFI interference (Taught Online)	3.44	1.33	2.53	1.35	4.27	1.27	<.001
Course Tools (Taught In-Person)	1.90	1.20	2.13	1.20	1.58	0.79	0.34
Course Tool (Taught Online)	2.44	1.24	1.84	0.94	2.27	1.27	0.22

Cognitive Presence

Cognitive presence is the extent to which students are engaged and stimulated by the course materials and instructors. Additionally, the existence of cognitive presence allows the student to deeply reflect critically and seek to understand various perspectives.

Courses Taught Online

A one-way ANOVA was conducted to examine the differences between in-person, online, and hybrid course modalities on students' cognitive presence while students were enrolled in a course taught primarily online. The analysis revealed no significant effect on students' cognitive presence while classes were taught online ($p = 0.33$). Similarly, there was no significant difference in cognitive presence for the types of learning modalities. The descriptive statistics results of the three modalities are the following: in-person instruction, ($M = 19.77$, $SD = 4.29$), hybrid instruction, ($M = 18.78$, $SD = 4.08$), online instruction, ($M = 19.27$, $SD = 4.36$).

Courses Taught In-Person

A one-way ANOVA was conducted to examine the differences between in-person, online, and hybrid course modalities on students' cognitive presence while students were enrolled in a course taught primarily in-person. The analysis revealed no significant effect on students' cognitive presence, while classes were taught in-person ($p = 0.07$). Similarly, there was no significant difference on cognitive presence for

the types of learning modalities. The descriptive statistics results of the three modalities are the following: in-person instruction, (M =23.30, SD = 2.70), hybrid instruction, (M =19.46, SD = 5.10), online instruction, (M = 21.10, SD = 4.30).

Ranking

To determine students' cognitive presence this study used critical success factors developed by Montgomery and colleagues (2020), which examines key factors that influence students' perceptions of online learning. The following are the descriptive statistics from the chi-square test results of students' percentage of cognitive presence, while enrolled in an online, in-person, and hybrid course.

Online

A chi-square analysis was conducted to investigate the association between classes taught online and cognitive presence in different modalities of instruction such as in-person, hybrid, and online. The analysis revealed no significant association between the variables ($P = .72$). When online students were asked about cognitive presence, modalities ranked in the following order: online students 14.9%, in-person students 29.6%, and hybrid students 40.4%. Thus, hybrid students report to have higher cognitive presence when classes are taught online. No other significant differences were found between the groups.

In-Person

A chi-square analysis was conducted to investigate the association between classes taught in-person and cognitive presence in different modalities of instruction such as, in-person, hybrid and online. The analysis revealed a no significant association

between the two variables $P = .65$. When in-person students were asked about cognitive presence, modalities ranked in the following order: in-person instruction was ranked by in-person students 21.1%, online students 25.5 %, and hybrid students 42.6%. Although the results were not significant, hybrid students reported to have higher cognitive presence when classes are taught in-person. No other significant differences were found between the groups.

Hybrid

A chi-square analysis was conducted to investigate the association between classes taught in a hybrid format (online and in-person) and cognitive presence in different modalities of instruction such as, in-person, hybrid, and online. The analysis revealed no significant association between the two variables ($P = .42$). When hybrid students were asked about cognitive presence, modalities ranked in the following order: hybrid instruction was ranked by in-person students at 15.5 %, hybrid students at 17.0 %, and online students at 59.6 %. Although the result was not significant, online students reported having higher cognitive presence when classes are taught in a hybrid format.

Perceived Effectiveness

In this study, students were asked question regarding perceived effectiveness, of different elements of their social work education. Perceived effectiveness is the students' notion of how applicable their graduate education was to their future career as a social worker.

Courses Taught Online

A one-way ANOVA was conducted to examine the differences between in-person, online, and hybrid course modalities on students' perceived effectiveness while students were enrolled in a course taught primarily online. The analysis revealed no significant effect on students' perceived effectiveness while classes were taught online ($p = 0.81$). Similarly, there was no significant difference in the perceived effectiveness of the types of learning modalities. The descriptive statistics results of the three modalities are the following: in-person instruction ($M = 13.30$, $SD = 1.76$), hybrid instruction ($M = 12.14$, $SD = 2.26$), online instruction ($M = 12.60$, $SD = 2.42$).

Courses Taught In-Person

A one-way ANOVA was conducted to examine the differences between in-person, online, and hybrid course modalities on students' perceived effectiveness while students were enrolled in a course taught primarily in-person. The analysis revealed no significant effect on students' perceived effectiveness while classes were taught in-person ($p = 0.73$). Similarly, there was no significant difference in the perceived effectiveness of the types of learning modalities. The descriptive statistics results of the three modalities are the following: in-person instruction ($M = 11.00$, $SD = 2.90$), hybrid instruction ($M = 11.10$, $SD = 2.20$), online instruction ($M = 11.72$, $SD = 2.76$).

Student Perceptions

In this study, we asked students several questions to understand their perspectives regarding classes taught online and in-person. Student perceptions were

divided into three categories, which are overall course satisfaction, WIFI connectivity, and experience with course tools. Below is the descriptive statistic from the ANOVA test results of the student's perceptions.

Courses Taught Online

A one-way ANOVA was conducted to examine the differences between in-person, online, and hybrid course instruction on students' perceptions of teaching modalities. Specifically, ANOVA tested students' satisfaction while students were enrolled in a course taught primarily online. The analysis revealed no significant effect on students' satisfaction while classes were taught online ($p = 0.27$). Similarly, there was no significant difference in the students' satisfaction for the types of learning modalities. The descriptive statistics results of the three modalities are the following: in-person instruction ($M = 2.40$, $SD = 1.43$), hybrid instruction ($M = 1.79$, $SD = 0.83$), and online instruction ($M = 1.83$, $SD = 1.34$).

Courses taught In-Person

A one-way ANOVA was conducted to examine the differences between in-person, online, and hybrid course modalities on students' perceptions of teaching modalities. Specifically, ANOVA tested students' satisfaction, while students were enrolled in a course taught primarily in person. The analysis revealed no significant effect on students' satisfaction while classes were taught in-person ($p = 0.45$). There was no significant difference on students' satisfaction with the types of learning modalities. The descriptive statistics results of the three modalities are the following: in-person instruction ($M = 2.22$, $SD = 1.20$), hybrid instruction ($M = 2.08$, $SD = 0.912$), and online instruction ($M = 2.55$, $SD = 1.44$).

WIFI Connectivity

Courses Taught Online

A one-way ANOVA was conducted to examine the differences between in-person, online and hybrid course modalities on students' perceptions. Specifically, ANOVA tested students' perceptions on WIFI interference while taking an online class during peak usage times. The analysis revealed a significant effect on students' WIFI interference, while classes were taught online ($p < .001$). Similarly, there was a significant difference in WIFI interference for types of learning modalities. The descriptive statistics results of the three modalities are the following: in-person instruction ($M = 3.44$, $SD = 1.33$), hybrid instruction ($M = 2.53$, $SD = 1.35$), and online instruction ($M = 4.27$, $SD = 1.27$). The data reveal significant difference in hybrid students' perceptions of WIFI interference during peak usage times in comparison to their in-person and online peers.

Courses Taught In-Person

A one-way ANOVA was conducted to examine the differences between in-person, online, and hybrid course modalities on students' perceptions. Specifically, ANOVA tested students' perceptions of WIFI interference while taking an in-person class during peak usage times. The analysis revealed no significant effect on students' WIFI interference, while classes were taught in-person ($p = 0.27$). Similarly, there was no significant difference on WIFI interference for the types of learning modalities. The descriptive statistics results of the three modalities are the following: in-person

instruction (M = 4.00, SD = 1.16), hybrid instruction (M = 3.54, SD = 1.34), online instruction (M = 4.17, SD = 1.27).

Course Tools

Courses Taught Online

A one-way ANOVA was conducted to examine the differences between in-person, online, and hybrid course modalities on students' perceptions. Specifically, ANOVA tested students' perceptions of course tools used in class while students were enrolled in a course taught primarily online. The analysis revealed no significant effect on students' perception of course tools used, while classes were taught online ($p = .22$). Similarly, there was no significant difference in students' perceptions regarding the course tools used for the types of learning modalities. The descriptive statistics results of the three modalities are the following: in-person instruction (M = 2.44, SD = 1.24) hybrid instruction, (M = 1.84, SD = .94) online instruction (M = 2.27, SD = 1.27).

Courses Taught In-Person

A one-way ANOVA was conducted to examine the differences between in-person, online and hybrid course instruction on students' perceptions. Specifically, ANOVA tested students' perceptions on course tools used in class while students were enrolled in a course taught primarily in-person. The analysis revealed no significant effect on students' satisfaction while classes were taught online ($p = .34$). Similarly, there was not significant difference on students' perceptions of course tools used for the types of learning modalities. The descriptive statistics results of the three modalities are the

following: in-person instruction (M = 1.90, SD = 1.20), hybrid instruction (M = 2.13, SD = 1.20), online instruction (M = 1.58, SD = .79).

CHAPTER FIVE: DISCUSSION

Introduction

After the COVID-19 pandemic social work program transitioned from in-person class instruction to hybrid class instruction. Thus, this study was conducted to investigate the impact of the social work program's hybrid modality on students' three learning outcomes including cognitive presence, perceived effectiveness, and student perceptions. This chapter will discuss the results of this study. Additionally, this chapter will examine the study's limitations and implications for social work.

Discussion

Currently, there are many social work programs taught in a hybrid format, however, there are few studies conducted to understand the impact that this mode of learning has on social work students' learning outcomes. Hence, this exploratory study provided more information about how learning modalities impact the learning outcomes of post-secondary social work students. The results from this study indicate that different learning modalities such as in-person, hybrid, or online made no change in social work students' learning outcomes. In addition, we found hybrid participants indicated experienced WIFI interference during peak usage times which impacted their perceptions of courses taught online. Results from the study confirm results from previous studies regarding student perceptions specifically, internet connectivity (Dinh, L., et. al., 2020). Conversely, results found in this study regarding students' cognitive

presence and perceived effectiveness does not align with the outcomes found in previous research.

Regarding the students' issues with internet connectivity, one explanation can be that social work hybrid students are being taught in an online format during peak usage times which increases the likelihood of WIFI interference. Participants enrolled in the hybrid modality reported negative perceptions of WIFI interference compared to their online and in-person counterparts. Subsequently, students that are enrolled in the online modality may have upgraded their WIFI broadband to prevent them from having issues with connecting with WIFI as opposed to their hybrid counterparts. The online modality is tailored for people that have full-time employment. Therefore, most online classes occur later in the day which reduces the occurrence of WIFI interference during peak usage times. Furthermore, in-person students are not taught in an online course which explains why they didn't report issues with WIFI interference. Similar issues are also found in previous research in which online students reported issues with their internet access. The main problems reported were continually being 'kicked out' of the course during class and being unable to log into the course due to WIFI interference (Dinh, L., et, al., 2020).

In addition to WIFI interference, students' perceptions regarding online tools used in these modalities found that students didn't have issues with course online learning tools such as Blackboard and chat rooms. Conversely, this does not fall in line with past research which uncovered that students did not know how to use online tools (Dinh, L., et, al., 2020). The past research was conducted during the COVID-19 pandemic and students were adjusting to these online tools which can explain the difficulty in using

these tools. Students in this current study have adjusted to online tools which rationalizes why all students from the three modalities don't have difficulty using these tools.

Concerning cognitive presence and perceived effectiveness, an explanation for the results can be that social work students may not understand the distinct differences between online, hybrid, and in-person modalities. Since the pandemic, many educational programs have depended on technology to resume class instruction. Currently, many classes taught in various modalities utilize technology to conduct the course. Therefore, students may view all three types of modalities similarly due to the dependence on technology in courses taught in this social work program. For instance, past research indicates different results in which students using the online modality rated cognitive presence to be least important to their success in learning the material posed in class, compared to other learning outcomes (Van Wart et al., 2020). This current study tested students' cognitive presence differently by having student rate which three teaching modalities assisted in maintaining a cognitive presence in class. Since students may view the three modalities as being similar, this resulted in students reporting that the teaching modalities didn't make difference in their cognitive presence.

In addition to cognitive presence, the three teaching modalities did not affect students' perceived effectiveness of the social work program. These results did not align with past research. A previous study indicated that students had a positive response to the general effectiveness of online and hybrid learning (Fatbardha & Celcima, 2022). Similarly, the past study showed that students agreed that the hybrid modality of instruction was appropriate for their learning needs (Fatbardha & Celcima, 2022).

Consequently, student views of the three modalities had no impact on their learning outcomes which contradicts past research. As mentioned earlier, students may not have a clear distinction between online, in-person, and hybrid modalities which can reveal that students view all three modalities similarly. By students viewing these modalities equally, they reported no significant differences in their learning outcomes.

Limitations

In this study, interpretation of the findings should be made with some limitations of the study in mind. First, the small sample size of 71 participants may not represent the whole student body of social work students and limits the generalizability of the study results. Furthermore, participants did not complete various questions regarding learning outcomes which would have helped to understand the effects that the three modalities had on their learning outcomes. To combat the missing variables a statistical calculation was done to account for the missing variable which reduced variability in the data. Therefore, investigating additional reasons for how learning outcomes were affected by teaching modalities was limited due to a lack of sufficient data to draw thorough conclusions.

Another limitation to consider for this study is students may have adjusted to the hybrid modality before the study was conducted. Many BSW and MSW students had to abruptly switch from in-person to online instruction which led to lower satisfaction and perceived effectiveness. Many students transitioned from online to a hybrid mode of instruction with previous experience with online courses and tools. For instance, online course tools such as Blackboard, canvas, and virtual chat rooms have been introduced

to social work students before transitioning to hybrid learning. Thus, conducting the study before students have adjusted to online learning would provide better insight into how these modalities impacted students' learning outcomes. To address this limitation, the study would need to include questions regarding participants' previous social work experience and computer literacy. Thus, including these questions would aid in understanding the reason for learning outcome differences among participants enrolled in the three learning modalities.

Implications for Social Work

First, post-secondary social work programs that will continue to utilize the hybrid modality need to upgrade their internet connections. Internet connectivity disruptions are common and acceptable when the occurrence happens occasionally. However, internet disruptions continue to be a daily occurrence and they can negatively impact the learning experience for social work students. As mentioned earlier, WIFI connectivity issues caused students to have negative perceptions of classes taught in an online format. Internet connectivity interferes or prevents from students logging into online classes and having access to course materials. Therefore, upgrading WIFI quality needs to be considered when universities or colleges decide to implement hybrid modality into social work programs. Additionally providing students with WIFI equipment that can upgrade the WIFI broadband can provide a seamless internet connection and prevent frequent interference.

Additionally, the results from this study indicate that different learning modalities such as in-person, hybrid, or online made no difference in social work students' learning outcomes. Thus, social work program can continue to present the social work curriculum through a hybrid modality. After the COVID-19 pandemic, an increased number of schools of social work have transitioned to hybrid programs. There is an insufficient amount of data that exist to examine the effectiveness of hybrid programs for creating trained social workers. However, there is ambiguity around what constitutes hybrid education which should be acknowledged for post-secondary social work programs. Past research has shown that there is not one specific definition of what constitutes a hybrid modality. Some programs define hybrid as one or two classes taught online and other classes are taught in person. Similarly, the percentage of online classes utilized compared to in-person classes varies by university. Due to the rise of technology, there will need to be more clarification to understand and distinguish the difference between the in-person, online, and hybrid modes of learning. Clearer definitions of these modalities are vital to providing prospective social work students with correct information concerning the nature of the program they are enrolling in. Clarifying the definitions, it is essential for the researcher to efficiently compare and measure modalities to advance social work education.

Conclusion

The purpose of this study is to understand the impact that the hybrid modality has on social work student learning outcomes such as cognitive presence, perceived effectiveness, and students' perceptions. The finding indicated that students' learning

outcomes were not affected by the mode of learning such as online, hybrid, and in-person in which they were enrolled. Therefore, post-secondary social work education can continue to be taught in a hybrid format. Findings from this research can aid in expanding the hybrid modality to other universities' social work programs in the nation. Future research is recommended to better understand the impact of hybrid modality on students' learning outcomes and assist in tailoring these modalities to best suit the learning needs of social work students.

APPENDIX A:
INFORMED CONSENT FORM

INFORMED CONSENT

The study in which you are asked to participate is designed to examine the effects of hybrid modality on master's and bachelor's social work students' learning outcomes: cognitive presence, perceived effectiveness, and student perceptions. Carolina Profeta is conducting the study as a graduate student under the supervision of Dr. Yamen Li, Associate Professor in the School of Social Work.

PURPOSE: The study examines hybrid modality effect on master's and bachelor's social work students' learning outcomes.

DESCRIPTION: Participants will be asked a few questions regarding their hybrid courses, including effectiveness of the mode of instruction, thinking critically about the course subject, perceptions about the course, and some demographics.

PARTICIPATION: Your participation in the study is voluntary. You can refuse to participate in the study or discontinue your participation at any time without any consequences. Choosing to participate or not in this study will not affect your academic evaluation in any way.

CONFIDENTIALITY: Your responses will remain confidential, and data will be reported in group form only.

DURATION: It will take 20 to 25 minutes to complete the survey.

RISKS: Although not anticipated, there may be some discomfort in answering some of the questions. You are not required to answer and can skip the question or end your participation.

BENEFITS: There will not be any direct benefits to the participants. However, findings from the study will contribute to our knowledge in this area of research.

CONTACT: If you have any questions about this study, please contact Dr. Li at (909) 537-5584.

RESULTS: Results of the study can be obtained from the Pfau Library Scholar Works database (<http://scholarworks.lib.csusb.edu/>) at California State University, San Bernardino, after July 2023

I agree to have this interview be audio recorded: ____ YES ____ NO

I understand that I must be 18 years of age or older to participate in your study, have read and understood the consent document, and agree to participate in your research.

Signature _____ Date _____

APPENDIX B:
FLYER

Social Work

Students Needed

To participate in a research study examining the effects of the hybrid modality on BSW and MSW students learning outcomes, including cognitive presence, perceived effectiveness, and students' perceptions.

All your answers to the questions will be kept confidential.

Findings from this study will add to the literature in this area of research.

Online survey link: <http://csusb.az1.qualtrics.com>

Scan me:



Questions/concerns?

Contact Carolina Profeta, Student Researcher, anytime at Carolina.profeta6907@coyote.csusb.edu, or Research Supervisor, Dr. Li at yawen.li@csusb.edu or via phone at (909)537-5584.

This study has been approved by the California State University, San Bernardino Institutional Review Board. (IRB#: IRB-FY2022-37)

APPENDIX C:
IRB APPROVAL FORM

Date: 4-8-2023

IRB #: IRB-FY2022-221

Title: MSW Students Learning Outcomes Using a Hybrid Modality

Creation Date: 2-6-2022

End Date:

Status: **Approved**

Principal Investigator: Yawen Li

Review Board: Main IRB Designated Reviewers for School of Social Work

Sponsor:

Study History

Submission Type	Initial	Review Type	Exempt	Decision	Exempt
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Key Study Contacts

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Member	Yawen Li	Role	Principal Investigator	Contact	Yawen.Li@csusb.edu
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