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BORN INTO THE TROUBLESOME, LIVING IN THE LIMINAL: NAVIGATING BOUNDARIES TO TRANSFORM REALITIES

INAUGURAL LECTURE
PROFESSOR AMANDA TAYLOR-BESWICK
WEDNESDAY 25TH SEPTEMBER 2024



University of
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INAUGURAL PROFESSORIAL LECTURE SERIES 2024

**PROFESSOR AMANDA
TAYLOR BESWICK
25TH SEPTEMBER
LANCASTER CAMPUS**



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EARLY LIFE CONTEXT

GROWING UP DURING 'THE TROUBLES' IN NORTHERN IRELAND.

EXPERIENCE OF CONFLICT AND 'OTHERING'.

THE IMPACT OF THESE EXPERIENCES ON MY WORLDVIEW AND CAREER CHOICES



THESIS PROLOGUE

‘EVERY INQUIRY IS GUIDED BEFOREHAND
BY WHAT IS SOUGHT’

(HEIDEGGER, 1962, P. 24)



PROFESSIONAL BACKGROUND,
QUALIFICATIONS, AND RESEARCH INTERESTS

RECOGNITION AND CONTRIBUTIONS TO
DIGITAL SOCIAL SCIENCES AND EDUCATION

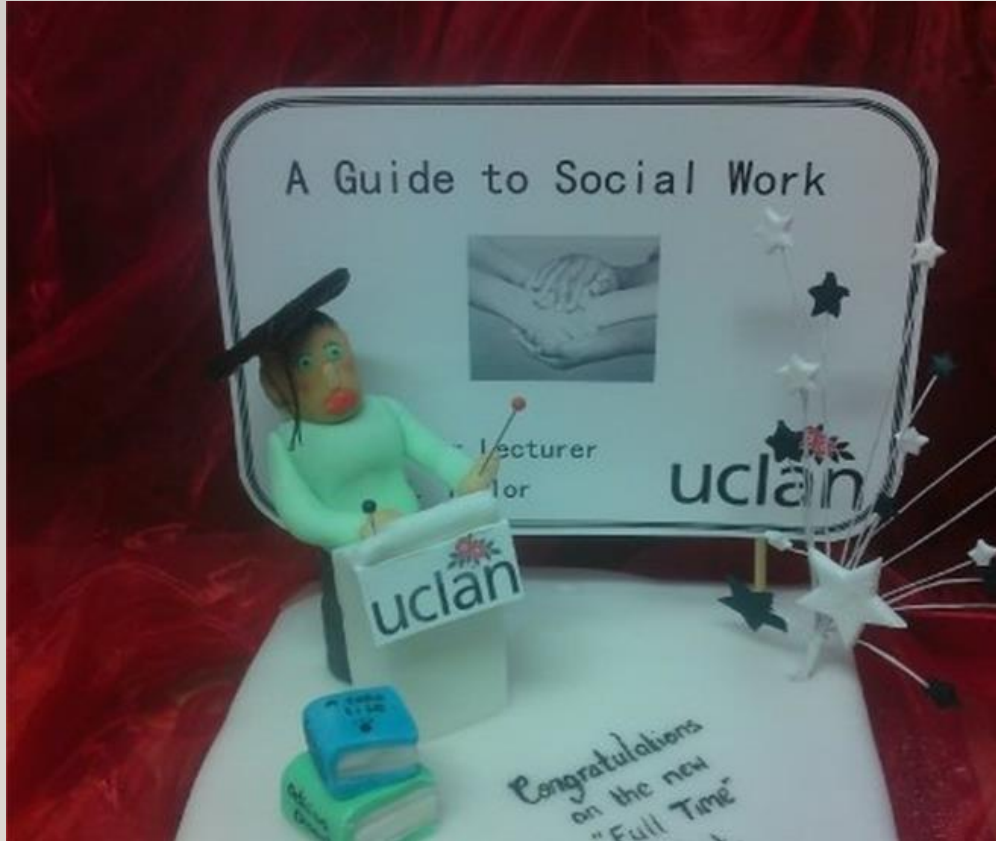


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CAREER IN SOCIAL WORK



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PRACADEMIC

EDUCATOR

ACADEMIC



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DIGITALISING READING GROUPS

@SWBOOKGROUP
#SWBKG



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The social work book group: using fiction to support learning

What started off as a small, experimental reading group has grown into a national project



The book group helps supplement traditional learning methods. Photograph: Alamy

I first thought about using book groups in higher education when considering the knowledge, values and skills essential to effective social work practice within the context of the social work curriculum. In an attempt to come up with more creative ways to support students' learning, those outside of the traditional teaching methods, I developed a reading group. The initial reading group was an experimental initiative

DIGITALISING PEN PALS

@SWVIRTUALPAL



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#SWVirtualPal
A Hashtag Campaign to Connect
Social Work Around the World

@amltaylor66 @laurelhitchcock

Based on the idea of pen pals, the purpose of #SWVirtualPal is to create professional connections between social work students, practitioners, and academics across the planet via social media. An Educator's Guide explains how @SWVirtualPal can be incorporated into learning activities for students and professionals.

FIND **FOLLOW** **SEARCH**

Step 1
On Twitter, find @SWVirtualPal and/or search for #SWVirtualPal to connect with other social workers:

Step 2
Subscribe to a list of people using the #SWVirtualPal hashtag & ask to be added to the list:

Step 3
Search for your own #SWVirtualPal on Twitter by username, interests or via @SWVirtualPal.

QR Code for @SWVirtualPal QR Code for #SWVirtualPal

CONNECT **SHARE**

Step 4
To connect, start tweeting with your #SWVirtualPal using their username & hashtag. Always use #SWVirtualPal hashtag in your tweets.

Step 5
Share & chat with your #SWVirtualPal & encourage others to find their own #SWVirtualPal. Let @SWVirtualPal know about your connection.

References:
Hitchcock, L. J., & Taylor, A. (2018, December 8). Social Work Educator's Guide for #SWVirtualPal. Retrieved from <http://www.laurelhitchcock.org/2018/12/social-work-educators-guide-for-swvirtualpal/>
Ramesh, L. (2017, July 18). Social Work Virtual Pal - Social practice with global connections - Lm Ramesh. Retrieved from <https://lramesh.medium.com/2017/07/18/social-work-virtual-pal-social-practice-with-global-connections/>
Taylor, A., & Hitchcock, L. J. (2018, September 26). #SWVirtualPal: Hashtagging for Connection. Retrieved from <http://www.laurelhitchcock.org/2018/09/26/swvirtualpal-hashtagging-for-connection/>

IDEAS IN ACTION

Using a Book Group to Facilitate Student Learning About Social Work

Jonathan Scourfield & Amanda Taylor

*The focus of this short paper is the increasingly popular format of the book group. This format has been used on an undergraduate social work programme in the UK with the aim of engaging students, as some enjoy reading fiction for pleasure but find it harder to read social science. The BA Social Work Book Group has met regularly to discuss non-social science books, such as novels and autobiographies. A specific example is presented of a best-selling novel with significant social work content (J.K. Rowling's *The Casual Vacancy*) and the book group's discussion of this. The strengths and limitations of book groups in social work education are drawn out.*

Keywords: Adult Learning; Fiction; Pedagogies; Reading Group; Reflection

PUBLICATIONS



PUBLICATIONS

Book groups in social work education: A method for modelling groupwork practice

Amanda M.L. Taylor¹

Abstract: *The use of book groups as a learning medium in social work education has evolved rapidly over the last few years, with universities and practice settings across the UK and beyond adopting the approach to supplement traditional teaching methods (Taylor, 2014). Where employed, student social workers and practitioners have found book groups to be effective for consolidating understandings that support professional development. Thus far, however their use within modules of learning as a means to demonstrating groupwork practice has not been fully realised. The following account proposes a teaching approach which is twofold in nature. On the one hand it engages students, within their initial social work training, in a group experience and on the other, through the group, makes explicit the knowledge and skills essential to effective groupwork for practice. This paper offers book groups as medium through which students can develop groupwork knowledge and skills; and makes the point that groupwork remains a viable method of intervention in social work practice.*

Keywords: *book groups, groupwork, social work education, teaching, learning, student social workers*



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Country's Chief Social Workers for England Back UCLan's Virtual Book Group

Amanda Taylor-Beswick

[School of Social Sciences, Education and Social Work](#)

[Press/Media: Other](#)

Description

The two most senior social workers in the country have visited the University of Central Lancashire (UCLan) to learn more about a virtual book club that has grown into a national teaching project over the last two years.

The UCLan @SWBookClub has in the past received funding from the Higher Education Academy and now includes students from Lancaster University, Glasgow Caledonian University, Cardiff University, the University of Northampton, Queen's University Belfast and the University of Bradford who all join in discussions via the hashtag #swbk on Twitter and by watching the classroom talk live online.

UCLan senior social work lecturer Amanda Taylor who developed the book club said: "We are delighted to welcome the two most senior social work figures in the country to our book group. Isabelle and Lyn's participation and support shows just how far we've come in such a short space of time.

"I never imagined that what was originally a teaching experiment would grow to the proportions it has and for me this is related to being employed by an extremely progressive university that has innovation at the core of its business; one that supports its staff to be creative. Without this and the encouragement from the Dean, Executive Dean of the School of Social Work and the many Professors around the UK who have given their time this work would not have been possible."

Abstract

Background: Postgraduate medical education has, in recent years, become a dynamic field with the increasing availability of innovative and interactive teaching techniques. Anecdotal evidence suggests that the current focus of psychiatric training on the acquisition of scientific and clinical knowledge is inadequate to address the multidimensional nature of psychiatry. Supplementary teaching tools may be usefully applied to address this need.

Methods: A group of trainees at the Maudsley Hospital and Institute of Psychiatry (UK) pioneered the use of a book group as an innovative teaching tool to enhance the psychiatric training experience by, amongst other aspects, facilitating dialogue between peers on fundamental epistemological issues raised by critical engagement with seminal psychiatric texts.

Results: Feedback from members suggested that participation in the book group broadened the overall learning potential and experience of psychiatry. The key ingredients were identified as: (i) collaborative peer-to-peer learning; (ii) the use of 'flipped classroom' model; and (iii) joint ownership.

Conclusion: The book group has demonstrated real potential to facilitate direct trainee engagement with the multi-faceted nature of psychiatry as a complex humanistic discipline within an informal learning space.

Introduction

The United Kingdom (UK) has a reputation of excellence in psychiatric training and has continued to produce leading clinicians, researchers and educators worldwide. How to continue to deliver high-quality post-graduate medical education within psychiatry remains an important question. In the last two decades, psychiatric training has been increasingly guided by the neuroscience paradigm with specific focus on disease classification and causal biological models of understanding mental distress (Radden 2009). Many scholars have challenged the pertinence of adopting a reductionist approach in explaining the nature of all human thought, emotion and behavior (Angell 2011; Rose 2012). There is evidence from biology and psychology to suggest that good psychiatric practice considers the origin of psychiatric distress from multiple perspectives (McHugh & Slavney 1998; Chisolm & Lyketsos 2012) and involves an engagement with other heuristic (non-technical) dimensions such as relationships, meanings and values (Bracken et al. 2012). Psychiatric trainees for the 21st century need to develop not only the ability to integrate complex clinical knowledge, but also the skills to understand the bio-psycho-socio-cultural forces at play (Bracken et al. 2012). Responses to suffering are influenced by layers of personal history entrenched in a complex nexus of relationships, which are in turn embedded within wider social

Practice points

- Medical educators need to explore innovative teaching tools to facilitate deeper learning outside of clinical setting.
- Participatory discussion centered on seminal psychiatric texts within an informal setting provides a supportive environment for trainees to learn and develop.
- The book group demonstrates the value of collaborative peer-to-peer learning in developing critical thinking.
- The flipped classroom model is applicable for non-online learning.

and political systems. Psychiatrists need to negotiate these multiple layers of knowledge and systems of meaning to deliver effective clinical care and become medical experts (Barrowset al. 1982).

Book groups have become a popular format to facilitate collaborative learning in adult education. For example, a reading group on the undergraduate social work programme at University of Central Lancashire (UK) uses fiction to support

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IMPACT

A Virtual Book Club for Professional Development in Emergency Medicine

TEACHING AND INNOVATION AWARDS

- 2023** UoC Vice Chancellor's Award for contributions made to the university
- 2022** QUB AHSS Faculty Digital Awards – Digital Learning Champion of the Year finalist
- 2022** QUB AHSS Faculty Digital Awards – Highest nominations in all six categories
- 2020** UK EdTech50 2020
- 2018** Female UK GovTech Top3 Leader
- 2018** Most Influential Women in UK EdTech List
- 2016** SU We Heart U Award UCLan
- 2015** JISC Top50 Social Media Innovators in Higher Education UK
- 2014** Student Tutor of the Year Award SU Awards UCLan
- 2013** THE AWARDS for Most Innovative Teacher Nomination
- 2013** National Claim to Fellowship Teaching Award Nomination
- 2013** SU Golden Roses – Most Innovative Teacher of the Year Award UCLan
- 2012** Community Care National Survey Award - The Top #socialcare60
- 2011** Vice Chancellors Awards for Outstanding Practice in Teaching & Learning. Awarded:
Excellence in teaching delivery and intellectual stimulation of students UCLan
- 2011** School of Social Work Award for Excellence in Teaching and Learning UCLan

RECOGNITION



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Exploring the contribution of social work education to the digital socialisation of students for practice



Amanda Taylor
University of Central Lancashire

am.taylor@uclan.ac.uk

@amltaylor66

#DSSWEd

PROJECT OVERVIEW

The aim of this study is to explore the socialisation of students in social work education in England from a digital position; more specifically to investigate how they are equipped to navigate a practice landscape that is embedded, shaped and influenced by the technological age (Cooner 2004).

The frequency of change in the professional requirements for social work education is, to some degree, driven by changes in the practice landscape. Consequently, professional socialisation of students requires regular review and revision to ensure that curriculum content equips them sufficiently for practice.

Throughout social work education and practice, technological requirements are at some level acknowledged; however much remains incidental and unrealised.

<http://jswec.net/2015/sessions/amltaylor/>

METHODOLOGY

Phenomenography,
educational
research approach

SAMPLE
Final Year MA BA
Social work students

RESEARCH AIMS

Which technologies students have been exposed to

How students use technologies whilst engaged with their professional training

Establish if any prior digital exposure has had a bearing on engagement with technologies whilst in higher education

Examine if or how students relate technological knowledge and abilities to their future practice

Review how professional standards for social work education inform the curriculum in relation to practice in a digital world

INTERVIEW STRATEGY

(Mapping tool and unstructured interviews)

Reflective Mapping of Social Media / Technologies Tool



Visitors use technologies as and when required for a specific purpose, whereas resident usage is consistent and ongoing, for example Facebook or Twitter which are social networks that normally involve frequent engagement

Adapted from <http://dissertationwriting.com/> © EYE, D. S., & ICF CORP. A. Student and Resident Academic Experiences for online engagement. First Monday, (online), Aug. 2011. Available at: <http://firstmonday.org/issue/17.1/2011/18-cooked-01-10a-2011/>

WHY IS THIS RESEARCH IMPORTANT?

...to define digital socialisation as a layer of professionalism



Eliminate these kinds of headlines

'It was an amazing moment': Social worker gloats on Facebook over breaking up a family and revelling in the 'massive rollicking' the judge gave the parents

OUTCOMES

The outcomes of this work aim to inform the development of supplementary guidelines that could form an incremental framework for digital socialisation, a structure that would correspond with, and add to the current requirements as defined through the professional standards for social work education (QAA 2008; TCSW 2013; HCPC 2012).

husITa

human services Information Technology association

‘who repeatedly outlined the importance of the profession [social work] in directing the future of ‘IT’ usage in the social world, by involving itself in the development of technologies as they relate to ‘human problems, human values, human ethics’ (Taylor-Beswick, 2019).



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SWSD 2019
Dublin | Ireland

P-SH

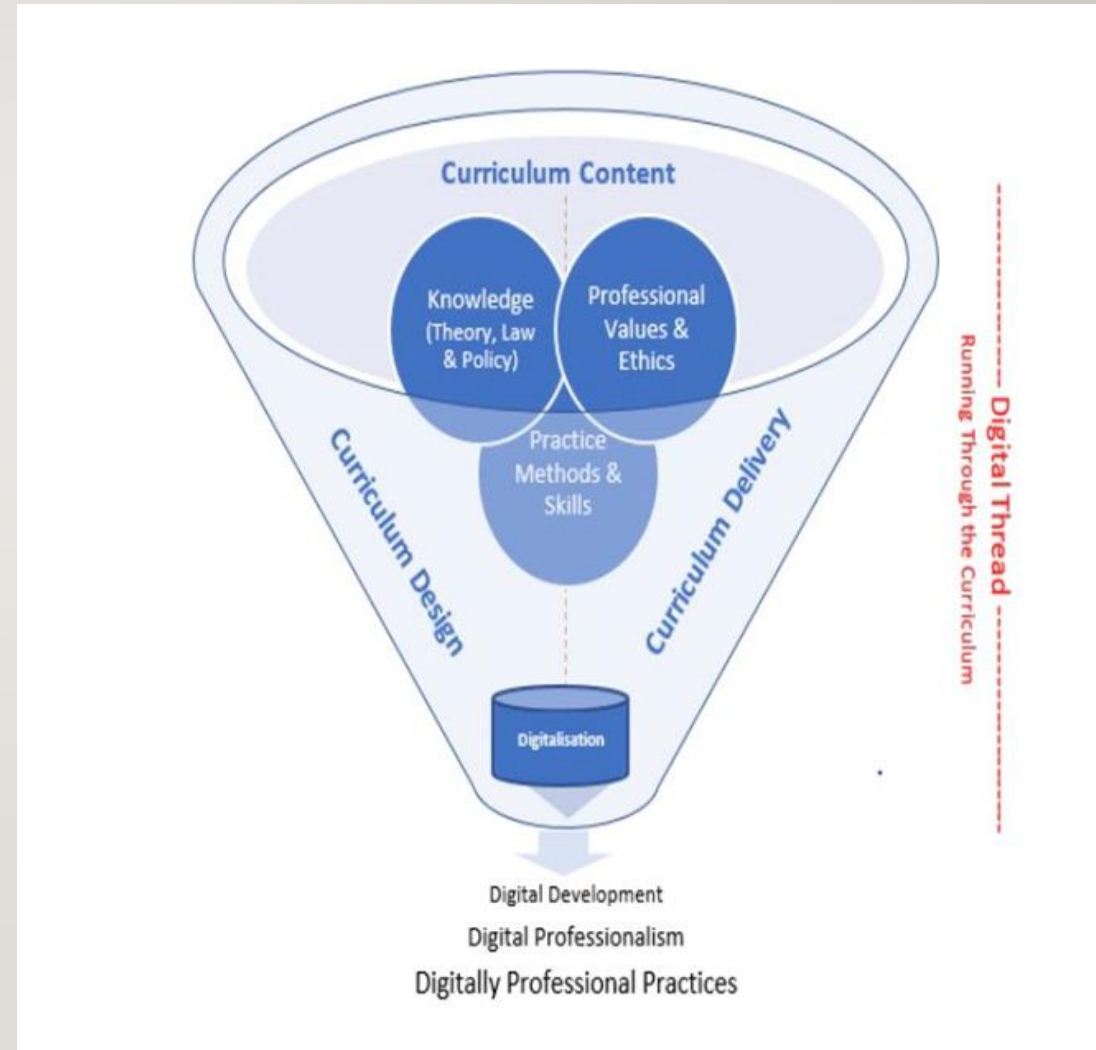
SI-V

W-Z

KEYNOTE
SPEAKER &
SCHOLARS

DOCTORAL IMPACT

DIGITALISING SOCIAL WORK FRAMEWORK



Digital Professionalism Mapping Tool for Social Work

Personal

Map technologies used solely for personal purposes



Map technologies used solely for professional purposes

Professional

AML Taylor, May 2017

Adapted for Social Work from the work of David White. See examples here: <http://daveowhite.com/vandr/>



RESEARCH IMPACT

DIGITAL PROFESSIONALISM MAPPING TOOL



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PUBLICATIONS




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SOCIAL WORK EDUCATION
2023, VOL. 42, NO. 1, 44–64
<https://doi.org/10.1080/02615479.2022.2049225>

 **Routledge**
Taylor & Francis Group

 OPEN ACCESS  Check for updates

Digitalizing social work education: preparing students to engage with twenty-first century practice need

A M L Taylor-Beswick 

Social Work Lecturer, School of Social Sciences, Education and Social Work, Queen's University Belfast, Northern Ireland, UK

ABSTRACT

This study, designed to surface student conceptions of digital development throughout their professional training, concluded mid-2019. Whilst mentioned in brief in a previous publication, this paper reports the work in full. The learning from it is important to formulating a response to practice changes driven by Covid19. Practice shifts that forced the profession to do social work at a distance, at speed, and largely through a screen. While not to dismiss efforts to adjust to the restrictions put in place to mitigate the spread of the virus, the lack of digital capabilities across the profession meant that the pivot to online practices presented significant and avoidable challenges. Informed by student descriptions of an educational experience devoid of digital development, this paper offers a solution. The 'Digitalising Social Work Education Framework' provides a context in which to review the facilitation of digital capabilities development. It is a means to ensuring that curriculum design, content, and delivery equips students to use technologies for their learning and in practice. It avoids reducing digital professionalism to a set of technical skills and promotes the need to engage with the realities of sociotechnical practices, including those that erode people's privacy, rights and freedom from interference.

ARTICLE HISTORY

Received 23 November 2021
Accepted 1 March 2022

KEYWORDS

Social work education; digital technologies; social work students; digitalization; phenomenography; digital professionalism; digital social work



The Learning Wheel

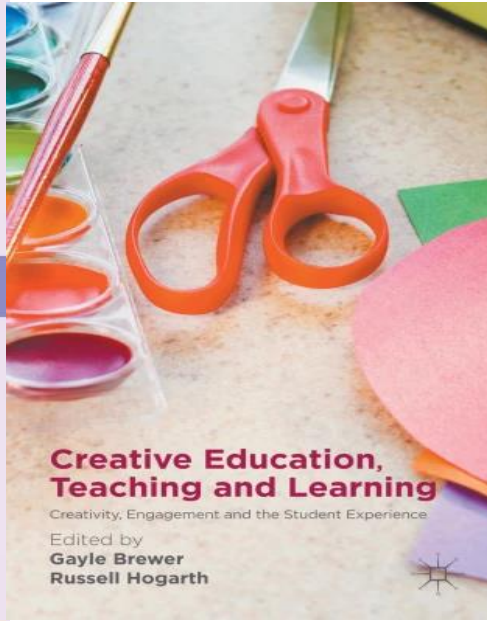
A Model of Digital Pedagogy



Deborah Kellsey & Amanda Taylor

Social Media in Social Work Education

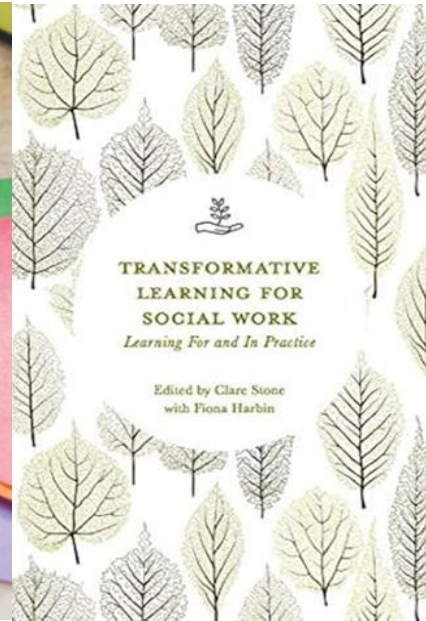
Editor: Joanne Westwood



Creative Education, Teaching and Learning

Creativity, Engagement and the Student Experience

Edited by
Gayle Brewer
Russell Hogarth



TRANSFORMATIVE LEARNING FOR SOCIAL WORK

Learning For and In Practice

Edited by Clare Stone
with Fiona Harbin



SOCIAL WORK AND COVID 19

LESSONS FOR EDUCATION AND PRACTICE



EDITED BY
DENISE TURNER

SHARE

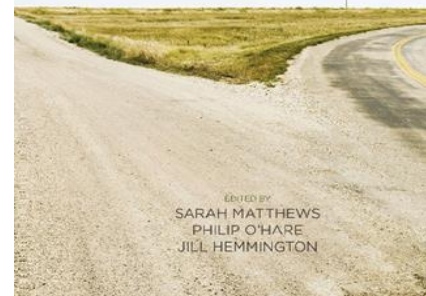
A New Model for Social Work



By Siobhan Maclean,
Jo Finch and Prospera Tedam

APPROVED MENTAL HEALTH PRACTICE

ESSENTIAL THEMES FOR STUDENTS AND PRACTITIONERS



EDITED BY
SARAH MATTHEWS
PHILIP O'HARE
JILL HEMMINGTON

13 July 2018

UCLan lecturer is digital trailblazer according to national poll



Congratulations

This 'We Heart U' certificate is awarded to:

Amanda Taylor

UCLan students have nominated you for this year round award which rewards and recognises one-off acts of kindness and moments of excellence which traditionally would go unmissed at the end of year Awards Evening.

Social work lecturer makes top three in Female GovTech Leaders Ranking 2018



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UK Government Top 3 Women in Tech Leaders Award







School of Social Sciences, Education and Social Work at Queen's University

11 March 2021 · 🌐

Just four months after Amanda Taylor-Beswick (Social Work) was appointed to the School of SSESW for her digital knowledge, expertise and skills, the current global pandemic arrived. The pivot to operating almost entirely remotely in Queen's and across many professions and organizations saw Amanda's digitalisation support much in demand. Read more in the latest School of SSESW newsletter at <https://www.qub.ac.uk/schools/ssesw/news/newsletter/>



“GIVEN AMANDA’S REPUTATION ACROSS THE SOCIAL WORK PROFESSION, HER DIGITAL EXPERTISE WAS ALSO SOUGHT EXTERNALLY, INCLUDING BY SOCIAL CARE RESEARCHERS, PRACTITIONERS AND COMMUNITY ORGANISATIONS WHO NEEDED SUPPORT TO HELP THEM THINK ABOUT AND ACHIEVE BUSINESS CONTINUITY IN THE CONTEXT WHERE THEY SUDDENLY FOUND THEY NEEDED TO WORK ALMOST ENTIRELY REMOTELY”

(PROFESSOR BAGLEY, 2022, QUEENS UNIVERSITY BELFAST).

DIGITALISING SOCIAL WORK EDUCATION



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REFLECTIONS

DR AMANDA M L TAYLOR-BESWICK

SCHOOL OF SOCIAL SCIENCES, EDUCATION
& SOCIAL WORK



QUEEN'S
UNIVERSITY
BELFAST

NEW BEGINNINGS DIGITAL SHIFT

0:03 / 6:56

New Beginnings: Digital Shift with Dr Amanda Taylor Beswick

IMPACT – WITH AND FOR PRACTICE





Youth activism in Newham; some reflections on what we learnt from a co-produced research project undertaken in the middle of a global health pandemic



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IMPACT – WITH AND FOR PRACTICE



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Digital Capabilities for Social Workers [BASW/SCIE] [CONSULTANCY]

Amanda Taylor-Beswick (Consultant)

[School of Social Sciences, Education and Social Work](#)

Activity: Consultancy types > Contribution to the work of national or international committees and working groups



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IMPACT – WITH AND FOR PRACTICE

DIGITAL INTERSECTIONS

WEARABLES RESEARCH WORK



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The development and use of Wearable Devices as a response to Opioid Overdose in High Risk Populations

ESCR funded interdisciplinary co-produced research project

[THE RESEARCH PROJECT TEAM](#) PROJECT OVERVIEW

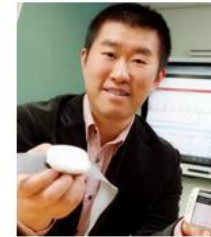
The Research Project Team

Project PI: Dr Anne Campbell, Social Work, School of Social Sciences, Education and Social Work, **Queens University Belfast** [@annicampbellA](#)

<https://pure.qub.ac.uk/en/persons/anne-campbell/projects/>

Project CI: Dr Amanda Taylor-Beswick, Social Work, School of Social Sciences, Education and Social Work, **Queens University Belfast** [@amltaylor66](#)

<https://pure.qub.ac.uk/en/persons/amanda-taylor-beswick>



Project CI: Dr Li Guo, Computer Scientist,

Manchester Metropolitan University

<https://www.mmu.ac.uk/computing-and-maths/staff/profile/index.php?id=5363>

Project RA: Dr Sharon Millen, Social Work, School of Social Sciences, Education and Social Work, **Queens University Belfast**

<https://pure.qub.ac.uk/en/persons/sharon-millen>

Co-produced with [People with lived experience](#)





Timeline:

☑ Pub Funders / ☑ meet LI re prototype/wearable (online) / ☑ PO / ☑ Gov / REVIEW TIMELINE
↓ cost ↓ cost
focus groups prototype wearables

lit: - some wearable lit in USA (limited) linked to tracking and first responders (more UK/Europe)

BID IN

CONNECT WITH LI GUO - FOR WEARABLE DEVELOPMENT

[Anne THINKIT TO AMLTB ASAP] [Write paper] [PREZI] • MORE MEETINGS

PHIA ☐ GOV ☑ MARKETS NIPS ☐ Letters of support

Med prison / prison re possible participants

Phases: DoH ? PO ✓ PHA ✓ GOV ✓ FINANCE FOLK Copro with population (focus) Q's re usage Box prototype worked up (movement AML) list Wearable: programmed re purpose (test period ?) NUMBERS x.50 PERIOD OF TIME dependent on release schedule.



Naloxone Take Home Kit

- 1. Impact on reduction of deaths?
- 2. Investment v impact - death reduction?
- 3. How to establish insights into those kits that are not used?

AML TAYLOR-BESWICK ANNE O (cool kid) CAMPBELL

* CO-PRODUCTION * WHO

AC: stats

Paper / Presentation Define rationale: Define rationale for specific population: Define wider implications of findings:

BIOMARKERS ✓ Dr Aisling Diamond

Box: prototype built & tested with target population (ML movements)

Activity with box interaction with box → Life path of the box

Tells us... when it used (timestamps) how it is used (sensor data) (data gathering) Both in user backend cloud area (secure) Helps us to think about Methods to encourage / prompt usage (before slump)

WA Device:

- 1. On release (VR? to train on device usage)
- 2. sends data about: BP / pulse / sweat / HR = backend: care partners (CP's) = before CP's alerted vibration / sound alerts to wearer ↑ chance of administering THINK!

WHO / TIMEFRAME FOR RESPONSE (medical advice) Aisling

Extern NI Drugs practitioner SU advisory board

some medical input needed here... DR DIAMOND BELFAST TRUST

OCT 2019 started

subpopulation

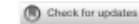


Transitory Period

Focus Group

Participants? Ethics? Time frame Test prototype (Box) (Wearable)

- thoughts of tweet
- thoughts on Tom's story
- thoughts on THN Project
- what do people want
- why are people still dying
- thoughts on a wearable.



OPEN ACCESS

EDITED BY
John Strang,
King's College London, United KingdomREVIEWED BY
Julia Rozanova,
Yale University, United States
Susana Henriques,
Universidade Aberta (LIAB), Portugal
Jonathan Feelermyer,
New York University, United States

Reducing opioid related deaths for individuals who are at high risk of death from overdose: a co-production study with people housed within prison and hostel accommodation during Covid-19

Anne Campbell^{1*}, Sharon Millen¹, Li Guo², Uisce Jordan³,
Amanda Taylor-Beswick⁴, Chris Rintoul⁵ and Aisling Diamond⁶¹SSESW, Queens University Belfast, Belfast, United Kingdom, ²Manchester Metropolitan University, Manchester, United Kingdom, ³Faculty of Health, Social Care and Medicine, Edge Hill University, Ormskirk, United Kingdom, ⁴University of Cumbria, Lancaster, United Kingdom, ⁵Cranston, St. Andrew's House, Surliton, United Kingdom, ⁶Southern Health and Social Care Trust, Craigavon, United Kingdom

Background: A record number of Opioid-related deaths occurred in Northern Ireland in 2021 and it is acknowledged that the Covid-19 pandemic compounded drugs related deaths crisis. This co-production study set out to refine the design of a wearable device for Opioid users to detect and subsequently prevent a potential overdose situation.

Method: Purposive sampling was used to recruit people who had substance use disorders and were living in a hostel and prison during the Covid-19 pandemic. Principles of co-production influenced the study, which encompassed a focus group phase and a wearable phase. The initial phase included three focus groups with participants who inject Opioids and one focus group with workers from a street injector support service. During the wearable phase, the participant group tested the feasibility of the wearable technology in a controlled environment. This included testing the transferability of data from the device to a backend server on the cloud.

Results: All focus group participants expressed an interest in the wearable technology when it was presented to them and agreed, that in principle, such a device would be extremely beneficial to help reduce the risk of overdose within the active drug using community. Participants outlined factors which would help or hinder the design of this proposed device and their decision to wear it, if it were readily available to them. Findings from wearable phase indicated that it was feasible to use a wearable device for monitoring Opioid users' biomarkers remotely. The provision of information regarding the specific functionality of the device was considered key and could be disseminated via front line services. The data acquisition and transfer process would not be a barrier for future research.

Conclusion: Understanding the benefit and disadvantages of technologies such as a wearable device to prevent Opioid-related deaths will be critical for mitigating the risk of overdose for people who use Heroin. It was also clear that this would be particularly relevant during Covid-19 lock-down periods, when the effects of the pandemic further exacerbated the isolation and solitude experienced by people who use Heroin.

REDUCING OPIOID RELATED DEATHS FOR INDIVIDUALS WHO ARE AT HIGH RISK OF DEATH FROM OVERDOSE:

A CO-PRODUCTION STUDY WITH PEOPLE HOUSED WITHIN PRISON AND HOSTEL ACCOMMODATION DURING COVID-19

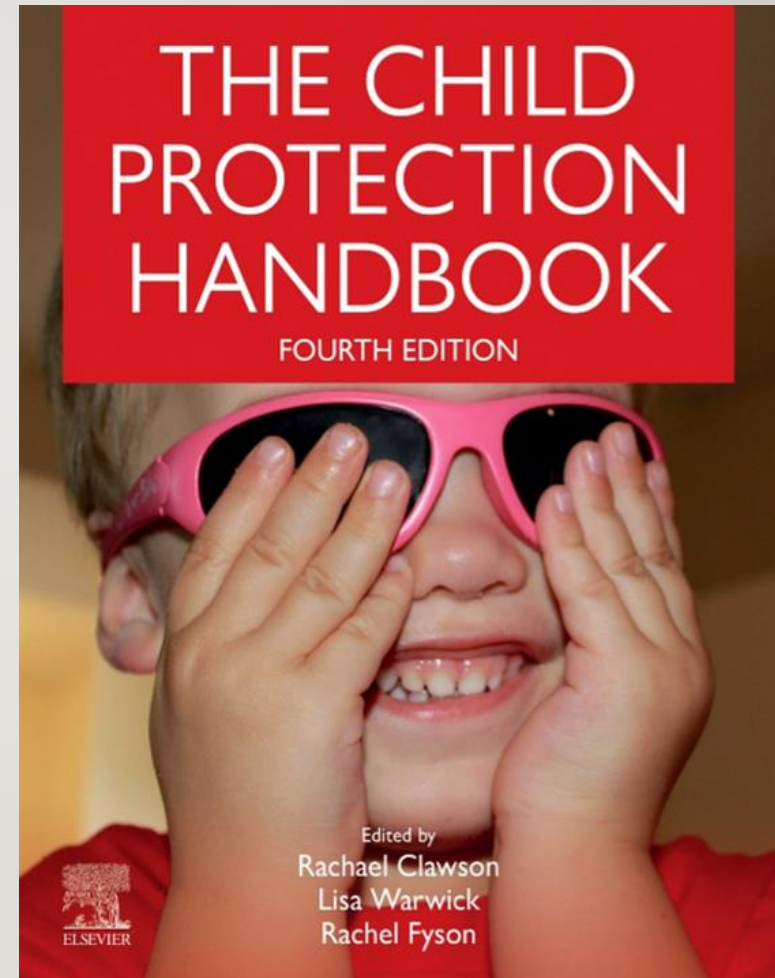
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Digital Relationality, Rights, Resilience: Conceptualising a Digital Social Ecology for Children’s Birth Family Relationships When in Care or Adopted

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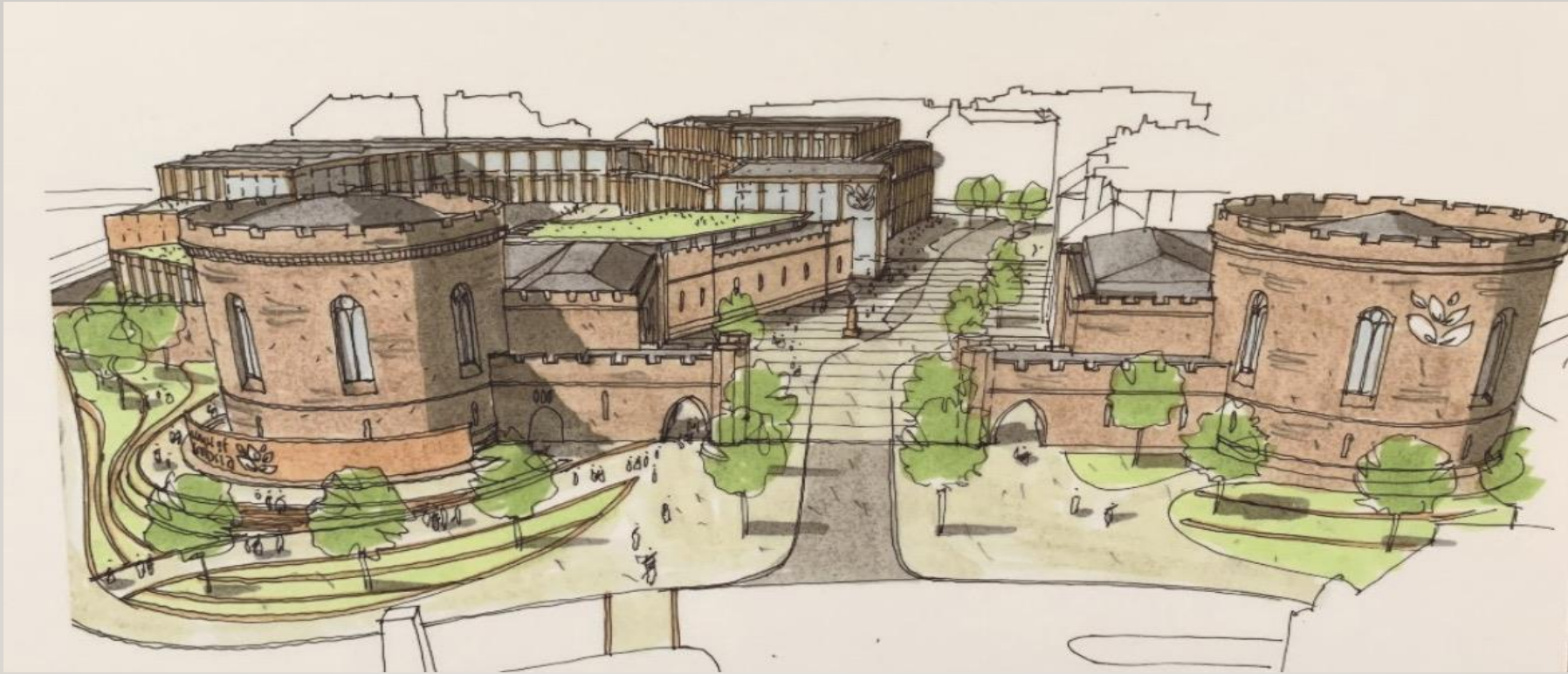
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Abstract

The use of digital communication technology by children residing in out-of-home care or adopted from foster care has mainly been approached hesitantly and from a risk paradigm. The Covid-19 pandemic catalysed many digital and social work intersections, including practices used for birth family contact where in-person visits were supplemented or replaced with ‘virtual’ contact via digital devices. Whilst technology-mediated contact is characterised as ‘virtual’, the relationships it facilitates and emotions it generates are very real within children’s social ecology. Digital ubiquity in social life and the rapid pace of technological change presents significant ethical and practical tensions. To help social workers navigate this complexity of ‘contact-in-reality’ and facilitate safe, ethical use of digital communication technology for birth family contact, we connect an understanding of the dynamics of birth family contact with literature on children’s use of digital technology and ecological concepts of person-in-environment to offer a digital social ecology heuristic for social work practice. Three key aspects cut across all systems and levels, referred to here as the three Digital R’s: digital relationality; digital rights; and digital resilience. Future research is needed to understand how these dynamics play out.

Keywords: adoption, birth family contact, children in care, digital communication technology, ecological social work



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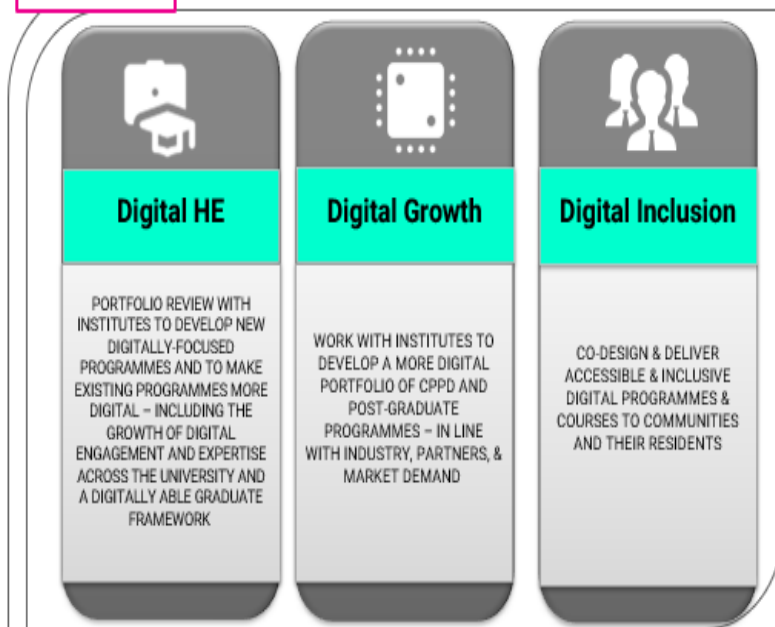
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The vision for the Centre for Digital Transformation (CDT) is that it will realise the University's ambitions to become an active demonstrator and exemplar of digital adoption and innovation in higher education. Through connecting the University of Cumbria community to design an educational offer that digitally equips, enables and engages people, places, practice and partnerships - now, and Towards 2030.

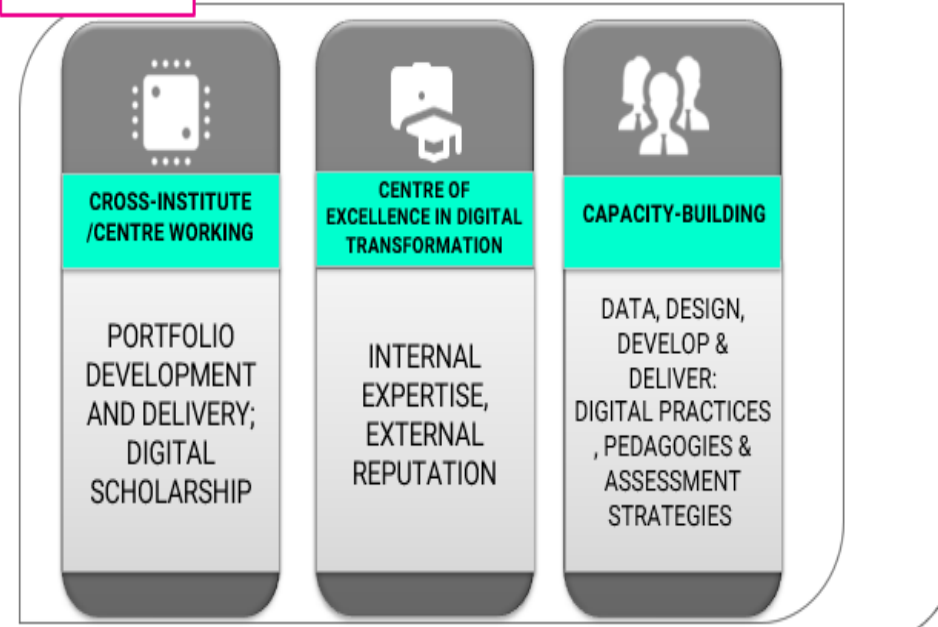
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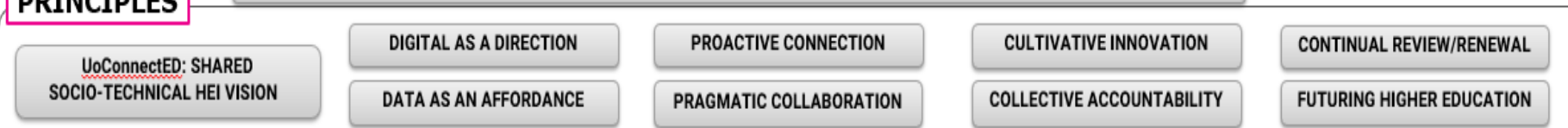


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23 May 2024



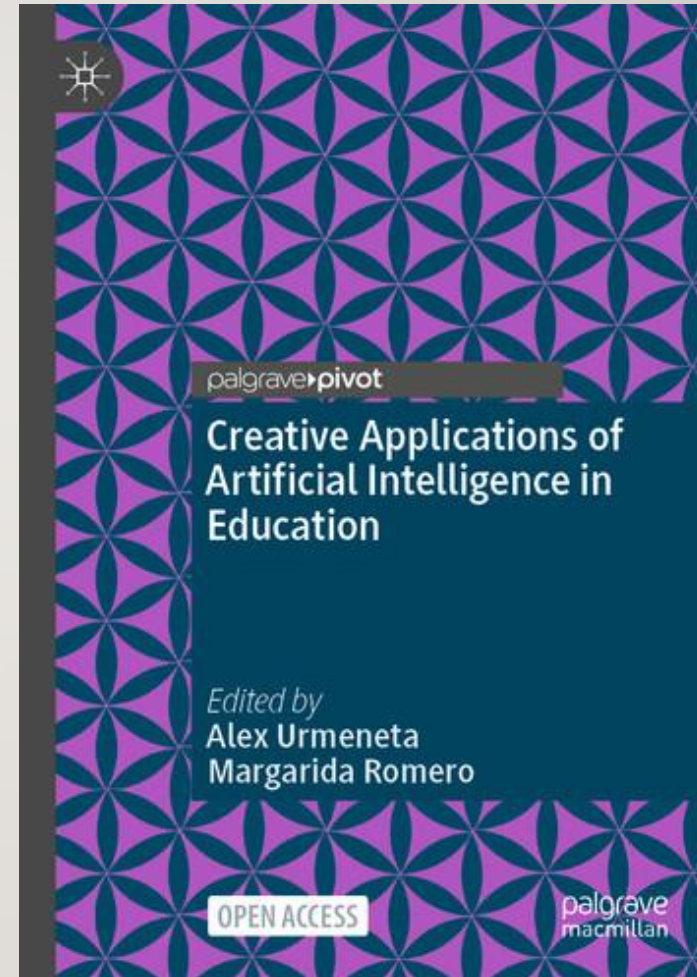
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A MANIFESTO FOR AI IN HIGHER EDUCATION



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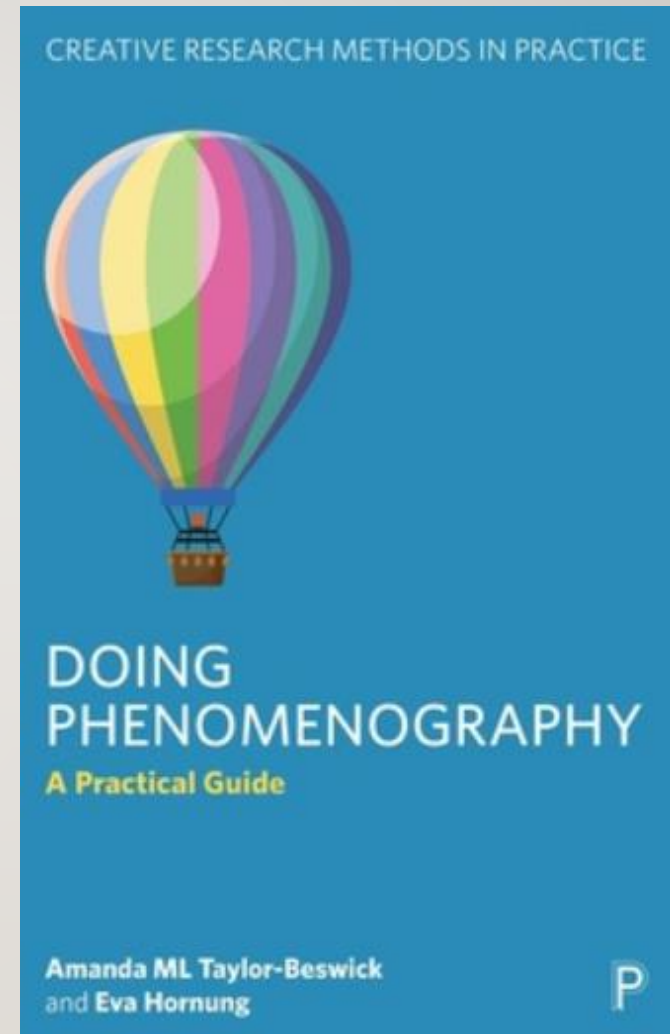


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THE POTENTIAL AND PITFALLS OF TECHNOLOGICAL INTEGRATION.



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Tackling COVID-19 is a crucible for privacy

Lauri Goldkind, Walter LaMendola & Amanda Taylor-Beswick

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THE POTENTIAL AND PITFALLS OF TECHNOLOGICAL INTEGRATION.

At the interstices of ethics, the digital and research in higher education

Amanda Taylor-Beswick (Social Work, Queen's University Belfast) and Dina Zoe Belluigi (Higher Education Studies, Queen's University Belfast)

What members of research ethics committees learnt about themselves, their committees and their institutions from the 'pivot' online during the pandemic should be of interest to scholars of, and practitioners within, education systems. State restrictions led to sudden increases in digital technologies for various aspects of research practice, including field work, data processing, and administration. Digital tools were introduced not only into university systems, but also the lives of novice and experience researchers, at unprecedented speed and scale. Across the world, these were largely commissioned without the involvement of expert research communities ([Williamson, 2021](#); [Ndzinisa & Dlamini, 2022](#)) and without enablement for such communities to interrogate the wide-reaching implications of utilising products designed for commercial purposes.

While 'big tech' came under scrutiny for diluting information technology laws and disregarding data breaches; many within the HE ecology seemed unaware or unresponsive to ethical tensions - from those supervising research projects through to those in IT support and responsible for intellectual, data and privacy policies and structures. Attention (and scholarship) was understandably focussed on academic development to build capacity for ICTs in education. Scholars raised concerns about the lack of critical digital literacy across the global university community, to which we contributed (see for instance, [Goldkind et al., 2020](#)). Questions about academic practice and digital technologies emerged at ethical, social and digital intersections, including data mining, digital discrimination(s), and digital divide(s).



THE ROLE OF EDUCATORS IN GUIDING STUDENTS TOWARDS AN EFFECTIVE AND RESPONSIBLE TECHNOLOGY USAGE

Fundamentally, there is need for the profession [with reference to social work] to address, what Rafferty (2014: xi) explains as, 'a disjointedness between the energy and effort that is being expended in higher education on using technology to 'transform' the learning experience' and a necessity to take heed of the need, 'to mirror in social work skills and understanding the reality of the use of technology in the world we now live in'.

As Susskind and Susskind (2015: 307) advise, 'inaction, as well as action is a choice. If we choose to do nothing, and we decided to default to our traditional ways and discard the promise of technological change for fear, say, of rocking the boat, then this is a decision for which the later generations can hold us responsible.'



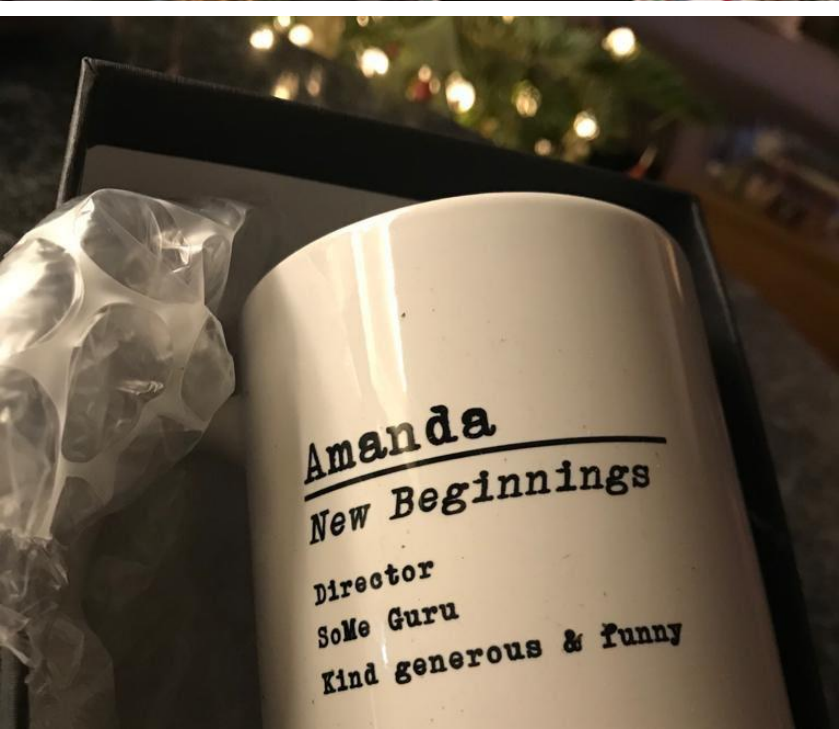
SUM OF MY PARTS

I AM PART OF ALL THAT I HAVE MET;
YET ALL EXPERIENCE IS AN ARCH
WHERE THROUGH GLEAMS THAT
UNTRAVELED WORLD,
WHOSE MARGIN FADES FOR EVER
AND FOR EVER WHEN I MOVE.
HOW DULL IT IS TO PAUSE,
TO MAKE AN END,
TO RUST UNBURNISHED,
NOT TO SHINE IN USE!

TENNYSON



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CONCLUSION

I THINK IT IS FAIR TO SAY
THAT 'EDUCATION HAS
TRANSFORMED ME, AND MY LIFE.'



Professor Worsley, Head of School, UCLan

“Amanda is one of those wonderful people who can connect with students, colleagues, and practitioners in a natural way. She employs modern technology to spread her word and, underlining it all, is this genuine, heartfelt commitment to learning and teaching, to growing (professional) people and to making the world a better place for many by producing informed, reflective dynamic practitioners.”