

There are also a number of notable omissions. With no index, the book is hard to use as a reference. Although general questions exist for students to examine, there are no hands-on exercises. Curious is the absence of an introductory chapter on how to use Excel for first-time user. This leaves the instructor providing a basic tutorial on how to open and save files, navigate between different views and so on. Although the Spreadsheet Tour on the CD tries to meet this need, it goes too quickly. It would also have been nice to see some attention paid to Excel's quirks, such as tendency of Excel to append rather than replace a range of values when selecting data in the Analysis ToolPak or the way that menu bars are context sensitive.

Although the book has some good chapters, it does not substantially reduce the barriers to using Excel for the student. Nor does it replace the need for instructors to develop exercises or supplemental handouts. On some topics like statistics and drawing inferences, it is even likely to add more confusion, especially for the social worker struggling with statistics and research methods. That is unfortunate because ultimately the basic idea behind the book is so promising and it would have been a nice contribution to the field. Still, instructors of research methods familiar with Excel will find it a useful resource for lectures and exercises that exploit Excel's capabilities for data analysis.

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TECHNOLOGY IN SOCIAL WORK EDUCATION AND CURRICULUM, by R. Beaulaurier and M. Haffey. Binghamton, NY: Haworth Social Work Practice Press, 2005, 214 pp. ISBN: 0-7890-2962-6.

Technology in Social Work Education and Curriculum offers a variety of perspectives on the use of technology to enhance social work

education. In 12 articles, contributing authors provide constructive, useful suggestions to help social work instructors effectively use technology in the classroom. Theoretical models to support curriculum development are also included. This book is a useful resource for both the technology novice and the expert who want to use technology to facilitate the learning experience. The book successfully balances content on technology with the philosophy and intent of social work education using language that is easily understood.

Part I consists of five articles that describe the use of technology in teaching field education, cultural competency, group work practice, electronic advocacy and policy. These articles move beyond comparing face-to-face classroom experiences to Web-based learning. Instead, the authors provide examples of how Web-based and other electronic tools can facilitate learning through innovative approaches. While use of technology to teach in the curriculum areas addressed in Part I have been researched by others, the authors provide fresh perspectives and new ways to look at the use and impact of technology.

A relatively unexplored area of research in Web-based education is the emotional response of learners. MacFadden, Herie, Maiter, and Dumbrill explore feelings and sensations of participants when they were taught a course on cultural competence online. Their article concludes with a list of specific suggestions to improve the emotional experience for online learners. Another article in Part I describes the combination of digital video with qualitative software to teach group work skills. This contribution by Macgowan and Beaulaurier highlights creative opportunities for adapting existing technology, such as qualitative data analysis software, to new venues such as analyzing practice video clips.

The other three articles in Part I provide information on using technology to support activities related to field education (such as teaching field seminar online, offering interactive online field orientation, and using videoconferencing for site visits), incorporating electronic advocacy in policy education, and teaching a graduate policy class using Web-based instruction. While these articles are interesting and provide helpful information, they are more anecdotal in nature and reflect similar experiences previously described in the literature.

Beaulaurier and Haffey describe Part II as content that addresses the use of technology more globally in the classroom. However, it's hard to understand the differentiation from Part I as two of the articles in this section describe the application of technology in teaching social work content as do the articles in Part I. Frey and Faul describe students' attitudes and experiences with Web-assisted technology in two research

courses. This article identifies general challenges and issues gleaned from students participating in two summer research classes. Also in Part II, Seabury evaluates the use of interactive tutorials in teaching practice concepts. This article provides empirical data which compares the knowledge gained from students who engaged in an interactive online tutorial with students who were taught this content in a regular classroom experience.

The remaining two chapters in Part II provide different considerations for examining technology in social work education. Sarnoff describes ALNs (asynchronous learning networks) and their value to student learning. She identifies the challenges as well as the benefits of implementing ALNs. The final chapter in this section illustrates a classification of the literature on computer applications in social work education. Unfortunately, the literature review is predominantly outdated with many articles published more than 10 years ago. The result is more of a historical context of computer applications rather than a reflection of the rapid changes brought about by use of technology in the twenty-first century.

Part III examines three ancillary issues related to technology in social work education. The first article proposes a model for integrating computer content and usage into the curriculum. This simple, practical approach provides a guide for social work programs that can be expanded and refined, depending upon the program's level of technological sophistication. Another attribute of this article is the more inclusive view of technology that includes tools such as spreadsheets and databases.

The second article provides a unique look at the role of computer consultants in relation to students' and faculty computer anxiety. Specific consulting processes (such as talking, showing, explaining, etc.) were observed along with the accompanying response from the consultee. While this qualitative study lacks empirical rigor and design, the findings suggest that further exploration of this topic is warranted.

In the final article, Fitch applies Roger's innovation diffusion theory to the acceptance and use of information technology in human services. This framework provides theory-driven suggestions that can enhance the extent to which technology is introduced and used in both social work education and practice. Fitch's treatise provides a substantive perspective which the authors describe as a capstone to the book.

Beaulaurier and Haffey sought to provide information on a variety of approaches for using technology in social work education in order to enhance learning. They succeed in providing readers with a useful treatise that includes empirical studies, conceptual papers, and practical

examples of how technology can be used in a variety of ways. The content of every chapter is clearly written in understandable language. One of the challenges in providing information on technology is the tendency to become too technical; the authors artfully avoided this pitfall through simplicity and clarity of thought.

One limitation of this publication is the organization of the three parts. This is not a significant weakness but one that can be a bit confusing to the reader. The book's user-friendly approach would have been supported by perhaps grouping chapters into those which use examples from the classroom, those that offer content on related issues, and those that provide theoretical models for consideration.

Another perhaps more serious limitation is the lack of current, up-to-date publications in the literature reviews throughout the book. There is a growing proliferation of publications and research related to technology in social work education in the past few years. Because technology is changing so rapidly, it's important to keep readers well informed about state-of-the-art developments and applications. Some of the articles included in the book were based on research that was conducted several years ago. While the course content may not have changed much in recent years, the technology has changed with significant improvements in hardware and software.

In conclusion, *Technology in Social Work Education and Curriculum* provides information that will help the reader maximize the benefits of technology in social work education. The authors recognize that social work educators, administrators, and students may be lacking in their knowledge of the multitude of ways technology can enhance the learning of social work content. The practical applications and useful suggestions in the book are provided within theoretical frameworks. This book can be used by social work faculty who seek to implement technology in their classroom for the first time or by faculty who've used technology for many years. This book reminds us that we are not only educators, but also learners.

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