



African Journal of Social Work
 Afri. j. soc. work
 © National Association of Social Workers-Zimbabwe/Author(s)
 ISSN Print 1563-3934
 ISSN Online 2409-5605

Licensed under a Creative Commons Attribution-Non-commercial 4.0 International License

Indexed & Accredited with: African Journals Online (AJOL) | University of Zimbabwe Accredited Journals (UZAJ) | SCOPUS (Elsevier's abstract and citation database) | Directory of Open Access Journals (DOAJ) | Society of African Journal Editors (SAJE) | Asian Digital Library (ADL) | African Social Work Network (ASWNet) | Department of Higher Education and Training (DHET) - South Africa | SJR | CNKI – China | Journal Publishing Practices and Standards (JPPS)

Social work education in Botswana amid the COVID-19 pandemic: Reflections, strategies and lessons

MUPEDZISWA, Rodreck; MODIE-MOROKA, Tirelo and MALINGA, Tumani

ABSTRACT

When the coronavirus disease 2019 (COVID-19) pandemic originated in China, hit the shores of the African continent, Botswana, like many other countries, introduced a raft of measures aimed at arresting the rapid spread of the virus. The measures put in place included effecting a countrywide lockdown. Most institutions, including the University of Botswana (UB), temporarily closed their doors and sent staff and students to their homes. Authorities at the institution, among other things, began to explore possibilities of introducing remote learning (or online teaching) for students. The paper reflects on the experiences and strategies that the Department of Social Work considered at UB for virtual course delivery and related issues and considers lessons learnt to date and implications for the country's future social work education. The strategies included exploration of various online teaching and learning platforms.

KEY TERMS: coronavirus disease 2019 (COVID – 19); online teaching and learning; shared trauma; social work education; University of Botswana

KEY DATES

Received: April 2021

Revised: May 2021

Accepted: July 2021

Published: August 2021

Funding: None

Conflict of Interest: None

Permission: None

Ethics approval: Not applicable

Author/s details:

Mupedziswa, R. (PhD), Department of Social Work, University of Botswana.

Modie-Moroka, T. (PhD), Department of Social Work, University of Botswana.

Malinga, T. (PhD), Department of Social Work, University of Botswana. Email: malingat@ub.ac.bw

Current and previous volumes are available at:

<https://africasocialwork.net/current-and-past-issues/>



How to reference using ASWNet style:

Mupedziswa, R., Modie-Moroka, T. and Malinga, T. (2021). Social work education in Botswana amid COVID-19 pandemic: Reflections, strategies and lessons. *African Journal of Social Work*, 11(4), 164-171

INTRODUCTION

The coronavirus disease 2019 (COVID-19) pandemic has had a severe impact on many disciplines, including social work education and training, across the world, Botswana included. When the government of Botswana announced a countrywide lockdown due to COVID-19, the University of Botswana (UB), the flagship tertiary institution in the country, closed from March 23 2020 up to June 2 2020. The university implemented COVID-19 precautionary measures to create a safe environment for staff and students on campus as prescribed by WHO (2020) and the country's Ministry of Health and Wellness. This measure was taken to mitigate against the coronavirus's spread and prepare the university to operate effectively. Naturally, the closure triggered anxiety, as teaching and learning were significantly interrupted. A few weeks following its re-opening, in mid-June, the university was forced to close its doors again, albeit briefly, following the announcement of a second lockdown. Since the second re-opening, face-to-face teaching and learning continued. Solas (1990) has averred that the teacher-student relationship and interaction (face-to-face) is critical for teaching and learning, probably the reason why all concerned welcomed the re-opening of the university, even though this did not signal the end of the dangers posed by the virus. Stringent rules introduced to curb the spread of the virus included social distancing, wearing of shields and masks, and a limit to the number of students who could sit in any one class at any given time. Large classes had to be split, with the staff concerned teaching the same content to a couple of split groups. This translated into a heavier workload for staff, although some relief was realised when the university announced the suspension of final exams, with students being examined based on continuous assessment marks only.

SOCIAL WORK EDUCATION IN BOTSWANA

Social work education at UB dates to 1985, as a response to Botswana's need for social workers to address complex problems prevalent in families and the broader community due to social changes that the country experienced post-independence. Located in the Faculty of Social Sciences, the Department of Social Work has developed from offering an undergraduate programme to graduate programmes. Currently, it offers a two-year diploma, four years bachelor, full time and part-time masters and doctorate in social work degrees. The undergraduate programme is generic and equips practitioners with skills to occupy virtually any social service organisation. The master's level provides specialisation, social policy and administration, and youth and community practice (UB, 2006/07). Social work education is in two parts, class-based activities and block/concurrent fieldwork practise, where students are placed in agencies of their choice across the country. The enrolment figures have been going up since education and training started in 1985. Between 1985 and 2000, there were, on average, 50 students enrolled per year. Since 2005, however, the numbers have significantly increased, with around 110 students each year. Students enrolled in the social work programme are funded mainly by the government.

RETHINKING DELIVERY METHODS

As a result of the COVID-19 pandemic, institutions were propelled to think of new ways of engaging students (Tanga, Ndhlovu, & Tanga, 2020) while also ensuring the safety of all those involved –lectures, staff and students (Hodges, Moore, Locke, Trust, & Bond, 2020). The UB administration considered the idea of online teaching while also acknowledging the challenges. The institution, for instance, introduced a loan facility to enable academic staff to purchase laptops that had a capacity for online teaching. Training of staff members in online platforms such as Moodle was which along was slow, was now fast paced. Even though that was the case, institutions should also 'invest in a total ecosystem of learner needs and support', which can be challenging, especially when the implementation is envisaged in a short time (Tanga et al., 2020). As for the Department, the question of distributive justice, the teaching of "practical" courses (i.e. those requiring role play, for example), and practical field placements formed the major themes of the departmental agenda. The department was aware of the anxiety, stress, fear and uncertainty prevailing regarding the COVID-19 pandemic. However, there was also an appreciation by the staff exposed to the COVID-19 environment that this would provide a potentially rich learning opportunity for social work students. Hence, staff in the department assumed that teaching and learning of social work students would continue despite the challenges posed by the pandemic, be it face to face or online.

As staff in the department continued to explore the possibility of online teaching, questions around the adequacy of resources continued to loom large. Reimers and Schleicher (2020) noted that institutions intending to roll out online teaching must satisfy their adequacy and familiarity with online learning and teaching. Institutions will need to invest in appropriate equipment and infrastructure if they want to ensure smooth teaching and learning, particularly in times of crisis, such as those posed by COVID-19 (World Bank, 2020a). Also resonating with the thinking of staff in the department was the pronouncement by the World Bank (2020b) that (to realise any semblance of success) institutions wishing to introduce online teaching had to carefully explore the nature of infrastructure at their disposal, including connectivity issues, given that transitioning from the classroom

to online teaching at a large scale could be challenging particularly given the high costs involved. Little wonder that one question that continued to linger in the minds of staff while internal consultations were in progress was: Does the institution (UB) have the capacity to roll out fully fledged online teaching? As consultations continued, the efforts by the university were essentially aimed at ensuring students would not experience a lengthy period of disengagement from learning, should there be another lockdown in future? However, Meyer (2020) argues that even though it is an ideal way of teaching and learning, it is 'impractical and elitist.' Furthermore, the move to online teaching and learning has been praised for the 'flexibility of teaching and learning anywhere, anytime, yet the move is unprecedented and staggering (Hodges et al., 2020). Online teaching is not about uploading and sharing materials electronically (Zimmerman, 2020) but requires careful planning, designing, testing and implementation (Hodges et al., 2020). Kajjiita, Nomngcoyiya and Kang'ethe (2020) further allude that the planning should be discipline-focused, especially for a practical course such as in social work or else there can be negative implications in training.

EFFORTS TO MINIMISE STUDENT DISENGAGEMENT IN THE EVENT OF ANOTHER LOCKDOWN

Closure of the University of Botswana happened while students were on a one-week mid-semester break. This meant most students had gone away without their belongings, including books. Hence, for the several weeks of the first lockdown, the students thus sat at home, with limited study materials, a situation which ushered in possibilities of disengagement. The initial lockdown had happened rather abruptly, and hence most students had not carried home many books, given that when they left (for the one-week mid-semester break), there was no predicting there would be a lengthy lockdown. The university, cognisant of this scenario, was determined to ensure that students' disengagement period would be minimised in the event of another lockdown in the future.

Consequently, the university continued to put in place measures that would help the institution effect transformative change and provide virtual learning opportunities across the institution at short notice. Needless to state that, at this point, face-to-face teaching had resumed and was proceeding reasonably smoothly. At the time, the university was strongly encouraging staff to use online facilities such as Moodle or platforms such as Teams and Zoom.

Incontrovertibly, the ominous warning to countries worldwide by the World Bank (2020a) that 'Disengaging students from the learning process has the potential cost of reversing gains in learning results' resonated with the position of the university. The same stance was taken by Reimers and Schleicher (2020) too, who argued that disruption of studies leads to both "suspension of learning time... causes a loss of knowledge and skills gained" (pg. 4) turned out to be consistent with UB's position. The Department of Social Work took these sentiments on board as it continued consultations regarding online teaching requirements and expectations. Reports from elsewhere pointed towards technology utilisation efforts by some institutions to support online teaching and learning during the COVID-19 pandemic (Ali, 2020).

Some institutions elsewhere had launched initiatives to facilitate continued teaching and learning, even amid devastation by the marauding coronavirus (Ali, 2020). While there had been lack of clarity in terms of how exactly some institutions (especially those in developing countries) had continued teaching and learning, considering the environment and factors such as implications for education equity (Zhang, Wang, Yang, & Wang, 2020), that they managed had aroused keen interest. This was so given that some researchers had expressed doubt about whether such an initiative (online teaching) would work primarily in institutions where resources are scarce. Murgatroid (2020) showed that although online teaching might be a solution, hiccups might include weak teaching infrastructure, lack of experience by teaching staff in using online platforms, and lack of a conducive environment at (students) homes. Even though online teaching and learning is the best option, in their study in South Africa, Tanga and colleagues (2020) found that students reported frustrations as they had limited access to facilities to engage in online learning. Some students reported lacking the resources-gadgets and training- on an online platform and lack of internet access at home (Tanga et al., 2020).

The World Bank had gone a step further to admonish that significantly when institutions are closed, transitioning to online learning paused a severe challenge (World Bank, 2020a). UNESCO (2020) corroborated this view, adding that large scale transitioning can challenge and highly complex. Undeterred, the Department of Social Work continued with its internal consultations on alternative strategies for online instructing of social work students during the crisis. Issues discussed included possibilities of modifying course delivery, revisiting assessment processes and the question of reconfigured practical fieldwork placements.

EQUIPMENT AND INFRASTRUCTURE

The idea of Remote Teaching and Learning has always been on the University of Botswana's agenda. A perusal of the University of Botswana's (2009) Teaching and Learning Policy showed that one of the policy's focus areas in teaching and learning was the need to "use Information and Communication Technologies (ICT) that allow

flexible access to learning resources, lecturers and other students, and to actively take part in evaluating and improving the University" (pg. 6). The University Research Strategy to 2028 and Beyond (2020a) guides the eLearning implementation. Little wonder then that the university boasts an integrated ICT instructional facility and uses Moodle application. Thus, the Department of Social Work noted with appreciation that within the university, relevant infrastructure for online teaching and learning already existed, although specific infrastructure, including laptops for staff, would need either purchasing or upgrading. Being in a dilemma to continue educational activities during the COVID-19 pandemic because of limited equipment and infrastructure (Ntshwarang, Malinga & Losike-Sedimo, 2021), a loan facility was opened to enable staff with inferior gadgets to either upgrade or purchase new laptops of a standard that would help staff undertake the task of online teaching.

The university signed a Memorandum of Understanding with Botswana Telecommunication Corporation to supply UB students with sim cards for their smartphones and loaded internet data to enable students to download learning materials (UB, 2020). This would enable the university to offer blended teaching and learning, even for students who might not be on campus. This was ample proof that the university was committed to introducing online teaching and learning should the need arise. Even though that was the case, the university did not conduct a student need assessment to identify their needs as some students might lack a conducive study environment, as articulated by Tanga and colleagues (2020). Some students lacked smart devices to take part in online learning (Kajiita et al. 2020). However, there was a recognition that not all staff were conversant with the fundamental tenets of online instruction, and hence the university indicated it would facilitate training in this regard.

STAFF SKILLS IN ONLINE COURSE INSTRUCTION

Staff competencies in course in online instruction came up for discussion. Some staff had better skills within the department than others for familiarity with online platforms. The World Bank (2020b) has urged administrators (at institutions wishing to launch online initiatives) and those responsible for teaching to be familiar with the online platforms to ensure effective delivery of information. The University of Botswana consequently resolved to ensure that academic staff would be well equipped with skills in online course creation (Reimers & Schleicher, 2020) and that (after training) staff could offer curriculum-relevant digital learning content and the concomitant assessment tools (World Bank, 2020a). The university embarked on the consultations to determine staff training needs regarding online instruction. This process was in line with the University of Botswana Learning and Teaching Policy (2008) which emphasises a blended learning strategy encouraging different teaching strategies to enhance teaching and learning. However, it emerged that staff were at different levels in terms of requisite skills. There would be a need to impart teaching skills and technology for online delivery.

Researchers have noted that staff readiness is critical and paramount in ensuring that ICT is implemented, and hence they should be provided with adequate training and support in ICT and pedagogy (Vrasidas, 2015; World Bank, 2020a). The World Bank (2020a) added that those planning to teach online should ensure that staff members have sufficient broadband (for the internet) and the requisite gadgets to support online student learning. Concern with requisite skills to conduct an online class was a significant concern, as some academic staff lacked the skills which could hinder 'effectiveness and quality of learning outcome' (Kajiita et al., 2020: 28). Some academic staff have relied on traditional teaching methods (Ntshwarang et al., 2021). The University of Botswana administration, cognizant of this, encouraged the Centre for Academic Development (CAD), offering online teaching and learning training to continue to ensure development of academic staff and students to allow for teaching effectiveness academic quality. Therefore, the Department of Social Work academic staff took note and enrolled in the modules to ensure that they are equipped with the necessary skills for online teaching. Due to limited time to grasp and implement the online training, some resorted to using emails, WhatsApp to engage with students, which Kajiita et al. (2020: 28) report as 'a cumbersome as well as a stressful process.'

STUDENTS' ACCEPTANCE OF DIGITAL TECHNOLOGY

Apart from concerns over staff skills, there were also concerns over whether students would be amenable to the idea of online instruction. The university was moving on the assumption that most students had access to smartphones (Willms and Corbett, 2003), given that most students today have a bond with ICT as they are a digital generation (Ali, 2018). However, UB's position was apparently that those without such gadgets would not be disadvantaged. The Department of Social Work identified such platforms as Moodle, Zoom, Skype, Webex and WhatsApp as viable options. There would, however, be a need to explore and assess the students' readiness and access (Ali, 2020). Unfortunately, while these deliberations were happening, students were still away from campus. The Department of Social Work purposed to proceed on this basis, should the signal march forward be given.

Meanwhile, a couple of staff members had tried to reach some of the students via social media (during the lockdown) to determine possibilities for online instruction. However, in one case, almost half of the class (students) could not be reached at the time. The Department of Social Work was also aware of concerns raised to

the effect that directing students to online learning without guidance might hinder learning as they (might) lack the theoretical knowledge base required (O'Sullivan, 2018; World Bank, 2020b; 2020c). The concern with student preparedness was also raised by Kajiita et al. (2020). The university, of course, was quite aware of its obligation to ensure that students who had challenges taking part in online teaching and learning would receive instruction, and this training would be open to all. The Department of Social Work consensus was that it would take a cue regarding the way forward from the university administration. However, staff in the department proposed to ensure that none of the students under their watch would suffer prejudice for accessing resources for online instruction.

DISTRIBUTIVE JUSTICE: PAYING ATTENTION TO NEEDY STUDENTS

As a social work entity, issues around social justice occupies an important place in the hearts of staff in the Department of Social Work at UB. The World Bank (2020a) has emphasised the need to be inclusive, given that accessibility and connectivity to online platforms varied across income levels. Therefore, there would be a need to ensure that whatever arrangements are put in place do not perpetuate inequalities in the student community, given that some students cannot access online learning as they hail from remote areas. Indeed, in Botswana, like in other developing countries, some students come from resource-constrained rural areas and villages, while others come from more privileged areas. The concern, therefore, was the need to ensure that all students could access the internet, laptops, android phones, funding for mobile data to facilitate the implementation of online teaching. Adopting distance learning or online classes assumes that all students have access to internet services, which was not the reality in the UB student community. While the university provided each student with a sim-card and mobile data was commendable, it was not clear yet how the challenges of limited connectivity and lack of electricity would be addressed in some areas. These sentiments were aired by Kajiita et al. (2020) that some areas have poor internet connectivity and that it is expensive, which therefore are a barrier to online teaching and learning. They also found that the unavailability of electricity in some areas hindered online class attendance. A similar debate raged in South Africa, where the Association of South African Social Work Education Institutions (ASASWEI, 2020) complained about "the allocation of data to students for three months without considering contexts of deprivation, poverty, limited connectivity, and lack of electricity (p3). The UB authorities were alive to these concerns, and hence the institution pledged to do the best it could under the circumstances to facilitate positive outcomes. Those students from abroad who could not travel back to resume classes due to border restrictions in place were benefitting. The Department of Social Work on its own could not address such issues, and hence all the staff could do was to pray that a win-win solution to the challenge would emerge. Here, the department adopted a blended teaching and learning approach to address issues of distributive justice.

STUDENT FIELD PLACEMENT

While there was no doubting that relying on online teaching could facilitate many learning opportunities (Maidment, 2005), practical fieldwork turned out to be rather complicated. The goal of fieldwork is to "offer a practical, field-based experience that prepares social work students to be professionally responsible..." (UB Fieldwork Manual, 2009, p.1). Indeed, social work as an applied discipline, requires students to integrate classroom learning with fieldwork (Kealey, 2010). Staff in the Department appreciated the need to develop a viable solution if it was to avoid churning out half-baked graduates. Several options were considered, although there was a consensus that scrapping fieldwork was not an option. Eventually, it was agreed that concurrent field placement would be the most viable for as long as the university's doors remained open. Concurrent fieldwork option was then rolled out to students after consultation with the main University timetable. Concerns were expressed around the safety of students even as they prepare to engage in concurrent placements. All the department could do was pledge to do everything in its power to ensure students have maximum protection during their placements. Day-to-day protection was out of the department's hands.

THE EXPERIENCE OF SHARED TRAUMA

ASASWEI (2020:1) has observed, "the COVID-19 pandemic poses an urgent threat to both the physical welfare and mental health of students, their families and the collective health of communities". The Department of Social Work were cognizant of the fact that students may be in a state of anxiety and fear as they prepare to go into the field. However, it might also be an excellent opportunity to experience reality in the field and explore possibilities of introducing to the students the concept of shared trauma as part of orientation before they proceed into the field. Though new in the helping professions, the concept of shared trauma has increasingly become relevant during the COVID-19 pandemic. Often referred to as 'shared reality', 'shared trauma', or 'shared traumatic reality', this refers to situations where the helper and client are simultaneously exposed to the same lived experience (Tosone, 2016)

as fear and anxiety around COVID-19 infection. In the current situation, students and lecturers are affected both personally and professionally, so will be field supervisors whom students will interact with in the field.

When cases of the virus in Botswana were first isolated, the government, through the Department of Social Protection, mobilised professional social workers to provide psychosocial support and also to conduct assessments to identify (for free food hampers distribution) vulnerable people who may have been negatively affected significantly during the period of the lockdown. The professional social workers moved door to door assessing applicants, but they complained of a lack of PPEs. Staff in the Department of Social Work at the University of Botswana was called in to assist in the provision of mental health and psychosocial support to those in self-isolation, quarantine, workers employed by the hospital receiving COVID-19 patients and the patients themselves.

Staff were roped in to provide direct services through telehealth services. As direct practice practitioners, sometimes the Department staff faced direct exposure to clients in distress while also being exposed to the same events. COVID-19 has potentially traumatised the entire UB community. Lecturers have suffered double exposure in their capacity as community members and as professionals providing services and care to distressed persons. When the university re-opened, staff received critical incident debriefing before they went back to class. They were also provided with shields which they can use together with their masks. Sadly, little is known about the subjective feelings of emotional and physical distress and their levels of professional competence as they juggle their multiple roles.

REVERTING TO CONCURRENT FIELDWORK

Because of the closure of the university owing to COVID-19, students could not go for block placement fieldwork as was often the case. The department was forced, under the circumstances, to place students in the Greater Gaborone region, where the University of Botswana is located. The department has many students, and at least 230 students needed placement. The other challenge was that students competed for a field placement with students from other programmes such as Counselling Education, Psychology, and other institutions such as Boitekanelo College and Bosa Bosele. The committee in charge of the fieldwork placement initiated a Social Work Outreach Program for Research, Policy and Practice (SWOPRPP-UB) to cater for the numbers of social work students. Using a large representative body of stakeholders (South-east District Council, Gaborone City Council and Ngwana Keyo Organization), the outreach program targeted families with multiple risk factors such as poverty, gender-based violence, family and marital stability, mental health, crime and delinquency, substance abuse, chronic illnesses and disabilities, to name but a few population problems. Another arm of the outreach program placed students in high-risk communities to develop interventions promoting resilience. Twenty students were placed in SWOPRPP-UB and were supervised by faculty. The department also resorted to having students conduct their final year projects within the agencies in which they were placed to avoid them going into multiple settings for research. COVID-19 provided an opportunity to start a program that had been long in the pipeline without enough "push" to get it going. University-community partnerships are critical in learning, as they enhance public engagement and channel learning outcomes towards addressing university and community problems and needs.

CONCLUSION AND WAY FORWARD

Social work education and training in Botswana will never be the same again. The Department of Social Work is working hard to adapt to the so-called "new normal". As things stand, it is not clear whether or not the university will introduce online teaching, or if that happens, whether that will mean all students will learn from home. The students have already received sim-cards which are meant for online teaching and learning. The future will depend on infection trends across the country, and especially on the extent to which the country will contain the virus. However, should the university forge ahead to roll out the online teaching mode, the Department of Social Work shall be ready with innovative teaching strategies, new assessment strategies, and alternative ways of organising practical fieldwork. There would need to re-examine the curriculum to include such themes as psychoeducation, disaster management, telehealth, as well as other courses that will help students cope in the 'new normal' environment brought about by the COVID-19 pandemic.

REFERENCES

- Ali, W. (2018). Transforming higher education landscape with hybrid/blended approach as an evolving paradigm. *Journal of Advances in Social Science and Humanities*, 4(7), 143-169.
- Ali, W. (2020). Online and Remote Learning in Higher Education Institutes: A Necessity in light of COVID-19 pandemic. *Higher Education*, 10(3).
- ASASWEI (2020) Statement on Emergency Learning by Social Work Academics. Association of Social Work Education Institutions, SA. <http://www.aswesi.org.za>. July 17 2020.07.20
- Hodges, C., Moore, S., Lockee, B., Trust, T., and Bond, A. (2020). The difference between emergency remote teaching and online learning. *Educause Review*, 27, 1-12.
- Kajiita, R. M., Nomngcoyiya, T., and Kang'ethe, S. M. (2020). The 'revolution' on teaching and learning: Implications of COVID-19 on social work education in Institutions of Higher Learning in Africa. *African Journal of Social Work*, 10(3), 25-33.
- Kealey, E. (2010). Assessment and evaluation in social work education: Formative and summative approaches. *Journal of teaching in social work*, 30(1), 64-74.
- Maidment, J. (2005). Teaching social work online: Dilemmas and debates. *Social Work Education*, 24(2), 185-195.
- Meyer, J.B. (2020). Learning at a distance – Some lessons from the lockdown. Retrieved May 7, 2021 from <https://www.universityworldnews.com/post.php?story=20200629133119735>.
- Murgatroid, S. (2020). *COVID-19 and Online Learning, Alberta, Canada*. doi:10.13140/RG.2.2.31132.85120.
- Ntshwarang, P. N., Malinga, T., and Losike-Sedimo, N. (2021). eLearning Tools at the University of Botswana: Relevance and Use Under COVID-19 Crisis. *Higher Education for the Future*, 8(1), 142-154.
- O "Sullivan, D. (2018). Schools' role in addressing the Digital Native Fallacy. Retrieved from <http://www.bcs.org/content/ConWebDoc/55719>
- Reimers, F. M., and Schleicher, A. (2020). *A framework to guide an education response to the COVID-19 Pandemic of 2020*. OECD. Retrieved June 17, 2020 from <https://teachertaskforce.org/sites/default/files/2020-04/A%20framework%20to%20guide%20an%20education%20response%20to%20the%20COVID-19%20Pandemic%20of%202020.pdf>
- Solas, J. (1990). Effective teaching as construed by social work students. *Journal of Social Work Education*, 26(2), 145-154.
- Tanga, P., Ndhlovu, G. N., & Tanga, M. (2020). Emergency remote teaching and learning during Covid-19: A recipe for disaster for social work education in the Eastern Cape of South Africa? *African Journal of Social Work*, 10(3), 17-24.
- Tosone, C. (2016). Clinical social work education, mental health, and the DSM-5. *Social Work in Mental Health*, 14(2), 103-111. <https://doi.org/10.1080/15332985.2015.1083513>
- UNESCO. (2020). COVID-19 Educational Disruption and Response. Retrieved June, 17, 2020 from <https://en.unesco.org/covid19/educationresponse/>
- University of Botswana. (2020a). Creating a future for the knowledge generation university strategy to 2028 and beyond. Gaborone, University of Botswana.
- University of Botswana (2020b). *UB Adopts Blended Teaching & Learning to Mitigate COVID-19 Impact*. Retrieved June, 17, 2020 from <https://www.ub.bw/news/ub-adopts-blended-teaching-learning-mitigate-covid-19-impact>
- University of Botswana (2008). University of Botswana Learning and Teaching Policy. Gaborone, University of Botswana.
- Vrasidas, C. (2015). The rhetoric of reform and teachers' use of ICT. *British Journal of Educational Technology*, 46(2), 370-380.
- Willms, J. D., and Corbett, B. A. (2003). Tech and teens: Access and use. *Canadian Social Trends*, 15-20.
- World Bank. (2020a). *Remote Learning and COVID-19 The use of educational technologies at scale across an education system as a result of massive school closings in response to the COVID-19 pandemic to enable distance education and online learning*. Retrieved June, 17, 2020 from <file:///E:/PC/Rapid-Response-Briefing-Note-Remote-Learning-and-COVID-19-Outbreak.pdf>
- World Bank. (2020b). *Guidance Note on Education Systems' Response to COVID19 (2020)*. Retrieved June 17, 2020 from <http://pubdocs.worldbank.org/en/450881585235950757/COVID19-Education-Sector-Guidance-Note-March26.pdf>
- World Bank. (2020c). *Guidance Note: Remote Learning & COVID-19*. Retrieved June, 17, 2020 from <http://documents.worldbank.org/curated/en/531681585957264427/pdf/Guidance-Note-on-Remote-Learning-and-COVID-19.pdf>
- World Health Organisation (2020). *World Health Organisation Coronavirus Disease (COVID-19) Outbreak*. <https://www.who.int>

- Zhang, W., Wang, Y., Yang, L., and Wang, C. (2020). Suspending classes without stopping learning: China's education emergency management policy in the COVID-19 outbreak. *Journal of Risk and Financial Management*, 13(55), 1-6.
- Zimmerman, J. (2020). Coronavirus and the Great Online-Learning Experiment. *Chronicle of Higher Education*, March 10, 2020.