



Editor's Introduction

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Editor's Introduction

Seymour J. Rosenthal, MSSW

During a recent class discussion in a Social Policy and Planning course, I took a poll to determine the students' knowledge about and utilization of the Internet as a source of information in support of their graduate social work education. The entire class responded positively, albeit with varying degrees of intensity. Five years ago, the same question would have generated a near unanimous negative response. But, the times have changed and continue to change with microchip speed.

Our technology oriented society has established a new norm in every facet of our lives. As it pervades other areas of life, so it is pervading education at the levels from kindergarten through graduate and professional studies. As is the case with all change, there are benefits and constraints. Social work, as in every profession and academic discipline, is focusing on how to shape the existing and developing technologies for maximum utilization. In the Journal, our primary concern is utilization in the purpose and tasks of continuing education.

This issue of *Professional Development*, although not specifically designed as a topical issue, continues to highlight the role and challenges of technology as applied in continuing education strategies, programs, and curricula deliveries. This focus is in continuation of the last issue of *Professional Development (Vol. 2, No. 1)*, in which our Guest Editors, Michael L. Lauderdale and Michael J. Kelly, provided a panorama of the scope and new horizons of "Social Work Continuing Education and Information Education." Our very favorable responses to that issue underscore the necessity for continuous updating of our readers and continuing education practitioners internationally.

The range of articles in the present issue include: media technology challenges in the multidisciplinary team practice and continuing education; providing and evaluating family and child welfare knowledge and practice innovations; the developing uses of technology in education in rural environments; learning similarities and differences between local and distance learners; opportunities of further collaboration between professional schools and social agencies; evaluation methods of human services training; and an example of a model for an international continuing education curriculum. Efficiency and effectiveness evaluations, required of the human service professions in order to justify themselves, remain central to both formal degree-based education and to academic/professional updates through continuing education.

Let us hear from you, with your comments, suggestions, research and evaluation studies, and descriptions of teaching innovations and model-building.

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