

THE UNIVERSITY OF TEXAS AT AUSTIN  
SCHOOL OF SOCIAL WORK

**PEDAGOGY IN SOCIAL WORK**

<b>Course Number:</b> SW 398T	<b>Instructor's name:</b> Diana DiNitto
<b>Unique Number:</b> 62810	<b>Office Number:</b> SSW 3.130B
<b>Semester:</b> Fall 2002	<b>Office Phone:</b> 471-9227
<b>Meeting Time:</b> T 9:00-12:00	<b>E-mail:</b> ddinitto@mail.utexas.edu
<b>Meeting Place:</b> SSW 2.134	<b>Office Hours:</b> T 11:00-12:00, 1:30-3:30 and by appointment

### **Course Description**

This is a required course for all doctoral students in the School of Social Work. The course is also required for individuals without previous teaching experience at an accredited college or university who wish to teach undergraduate courses in the School of Social Work. The course focuses on social work curriculum policy and curriculum issues, course development and content, teaching techniques, and classroom management. The course emphasizes skill as well as conceptual content and theory.

### **Course Objectives**

By the end of the course, students will be able to:

1. Critique general philosophies of higher education and conceptualize a beginning personal philosophy of teaching and education at the college level;
2. Demonstrate an understanding of the Council on Social Work Education Educational Policy and Accreditation Standards statement by discussing its implications for a social work curriculum;
3. Demonstrate an understanding of how social work curriculum components can be integrated to prepare students for social work practice;
4. Review and design class materials, examination questions and grading schemes for use in beginning social work courses that incorporate levels of learning (knowledge, comprehension, application, analysis, synthesis, and evaluation) as well as skills and values;
5. Identify and assess approaches to integrating values, diversity, and research content into social work courses;
6. Demonstrate an understanding of the student/teacher relationship in a social work program;
7. Identify and assess teaching methods that facilitate an open, creative atmosphere that promotes learning (e.g., lively discussions, active participation, group participation);
8. Identify common problems that arise in social work classes and assess alternatives for handling them.

## Teaching Methods

Teaching methods will include lecture, discussion, class exercises, guest speakers, classroom observations, a video-taped micro-teaching presentation, and a teaching mentorship (a description of the mentorship is included with the syllabus).

## Texts and Materials

### Required

- BSW Handbook*. (2002-2003). Austin, TX: University of Texas at Austin, School of Social Work. Available in the Learning Resource Center under DiNitto, SW 398T.
- Council on Social Work Education (CSWE). (2002). *Educational Policy and Accreditation Standards*. Alexandria, VA: CSWE. Available on line: [www.cswe.org](http://www.cswe.org)
- Lewis, K. G. (Ed.). (1992). *Teaching pedagogy to teaching assistants: A handbook for 398T instructors* (3<sup>rd</sup> ed.). UT Austin: Center for Teaching Effectiveness. Available at Speedway Printing in Dobie Mall. Ask for packet "398T Handout Sampler" under name of Karron G. Lewis.
- McKeachie, W. J. & Hofer, B. (2001). *Teaching tips: Strategies, research, and theory for college and university teachers* (11th Ed.). Boston, MA: Houghton Mifflin. Available for purchase at UT Co-op.
- MSSW Handbook*. (2002-2003). Austin, TX: University of Texas at Austin, School of Social Work. Available in the Learning Resource Center under DiNitto, SW 398T.
- Ory, J.C., & Ryan, K.E. (1993). *Tips for improving testing and grading*. Newbury Park, CA: Sage. Available for purchase at UT Co-op.
- Self-Study for Reaccreditation by the Council on Social Work Education. (1995). Austin, TX: University of Texas at Austin, School of Social Work. Available in the Learning Resource Center under DiNitto, SW 398T.

### Recommended

- Anderson, L. W., Krathwohl, D. R., Airasian, P. W., Cruikshank, K. A., Mayer, R. E., Pintrich, P. R., Raths, J., & Wittrock, M. C. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*, Abridged edition. New York: Longman.
- Brookfield, S. D. (1995). *Becoming a critically reflective teacher*. San Francisco: Jossey Bass.
- Finkel, D. L. (2000). *Teaching with your mouth shut*. Portsmouth, NH: Boynton/Cook.
- Leamson, R. (1999). *Thinking about teaching and learning: Developing habits of learning with first year college and university students*. Sterling, VA: Stylus.
- Palmer, P. J. (1998). *The courage to teach: Exploring the inner landscape of a teacher's life*. San Francisco: Jossey Bass.

## Course Requirements

Students will be evaluated on the following assignments (students will discuss their assignments in class as time allows):

1. A teaching portfolio which will include the following:
  - a. A two to three page statement of the student's philosophy of teaching social work in higher education.
  - b. A model syllabus for a selected core social work course that is part of a generalist practice curriculum (e.g., research, practice, policy, human behavior/social environment). Utilize the format for syllabi adopted by the UT Austin School of Social Work or another model. Many syllabi are available for your review (see, for example, the UT Austin School of Social Work electronic classroom). The syllabus you develop should reflect your perspective and approach to teaching this content. Meet with the instructor to discuss the topic for your syllabus.
  - c. A one to two page statement describing how the model syllabus fits into the core generalist practice curriculum and is consistent with the CSWE Educational Policy and Accreditation Standards (EPAS).
  - d. An annotated bibliography of the core textbooks, supplemental texts, major journal articles, other readings and materials, and websites for the model course. Review the *Journal of Social Work Education* and *Teaching in Social Work* for relevant articles and book reviews in the last 10 years as well as classic articles from any time period. This annotated bibliography will form the basis for the readings you select for your model syllabus.
  - e. A well developed handout delineating a major class assignment (paper, group project, audiovisual presentation, etc.). It can include on-line work, a community-based activity, or other components. Describe how the assignment is aimed at developing knowledge for each of Bloom's (revised) major dimensions of knowledge. In addition to instructions for the assignment, provide a rationale and learning objectives for the assignment written for students who will be completing the assignment.
  - f. A sample quiz or exam with questions that address each of Bloom's dimensions of learning. Include a combination of 10 multiple choice, true or false, and short answer questions. Also include two essay questions. Provide instructions for completing the quiz/exam, and describe how the quiz/exam will be graded.
  - g. Evaluations of your teaching by peers in the 398T class, your 398T instructor, your teaching mentor, and students in the course in which you are doing your mentorship. Develop a form (instrument) for this evaluation.
  - h. A detailed outline of your micro-teaching presentation (see item 3 below).
2. A three to five page analysis of your observations of the teaching styles of three different instructors. Observe a session of each instructor's course, two in the School of Social Work (one of these can be the class used for your mentorship experience) and one in another department on this campus or another campus. You may wish to observe one or two instructors who are members of the UT Academy of Distinguished Teaching Professors.

3. A 30-45 minute micro-teaching presentation on a topic of relevance to social work. Methods of presentation should include lecture/discussion and at least one other teaching method (e.g., small group discussions, experiential activities relating to knowledge, skills, and values, or use of audiovisual materials). Students will critique each other's sessions, as well as their own, using observation measures selected by the class. Tape this presentation for review in our class. Also provide a detailed outline of the presentation to include in your teaching portfolio.
4. A three to five page review of the book by Brookfield, Finkel, Leamson, or Palmer listed in the Recommended Readings section of the syllabus. Each student will read and review a different book.

Assignments will be evaluated on the following criteria:

1. Is the assignment complete, through, and theoretically grounded?
2. Is the assignment well organized and clearly presented?
3. Is there evidence of originality and creative thinking?
4. Does the work reflect a solid understanding of the profession of social work, social work curricula, and well-considered teaching methods?
5. Does the work reflect awareness of adult learning theory and levels of knowledge, skills, and values?
6. Is the work free from spelling, punctuation, and grammatical errors? Has the work been carefully proofread?
7. Is APA format used, including non-sexist language, and are references cited appropriately?

The weight assigned to each assignment is:

Course observations	10%
Micro-teaching presentation	20%
Book review	10%
Teaching portfolio	60%

Each assignment and the final grade will be assigned as follows:

90-100=A	Work is exceptional with regard to all criteria.
80-89=B	Work is good with regard to all criteria.
70-79=C	Work is average with regard to all criteria.
60-69=D	Work is below average with regard to some criteria.
59 and below=F	Work is below average with regard to all criteria.

**Class Policies**

1. Students are expected to be prepared for class, to attend all classes, and to actively participate, including giving appropriate feedback to colleagues in the course.
2. Assignments should be handed in on time. Except in the event of (unforeseen) emergencies, students will lose 5 points for each day that an assignment is late. If you have an emergency that prevents you from turning in an assignment on time, speak with the instructor as soon as possible.
3. While scholastic dishonesty is not anticipated, students should be familiar with The University of Texas at Austin's policy on this subject found in General Information 2002–2003. Failure to give due credit to authors will result in a grade of zero for the assignment. Scholastic dishonesty in this class may result in a grade of F for the course and reporting to the Doctoral Program Director, Dean of the School of Social Work, and Dean of Graduate Studies.
4. Web-based, password-protected class sites using Blackboard software are available for all accredited courses taught at The University of Texas. Syllabi, handouts, assignments and other resources are types of information that may be available within these sites. Site activities could include exchanging e-mail, engaging in class discussions and chats, and exchanging files. Class e-mail rosters are a component of the sites. Students who do not want their names included in these electronic class rosters must restrict their directory information in the Office of the Registrar, Main Building, Room 1. For information on restricting directory information see: <http://www.utexas.edu/student/registrar/catalogs/gi00-01/app/appc09.html>
5. Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the Services for Students with Disabilities area of the Office of the Dean of Students at 471-6259 (voice) or 471-4641 (TTY for users who are deaf or hard of hearing) as soon as possible to request an official letter outlining authorized accommodations.

**Evaluation of Instructor**

Students will have two opportunities to evaluate the instructor. At mid-term, I will use my own form for obtaining your views on the course to date, and at the end of the term, I will use the official Course Instructor Survey (CIS) of the University of Texas at Austin, School of Social Work. Completion of these evaluations is, of course, voluntary, but they are helpful to the instructor. I am also available during office hours and at other mutually agreeable times to discuss the course with you.

## Course Schedule

Date	Description	Text/Readings
Session 1 September 3	Introduction to course A brief history of social work education What makes a good teacher? Assign books for review Discussion of attendance at New Faculty Orientation	Syllabus Lewis, Chapters I & XV
Session 2 September 10  <b>Meet in MAI 2.203</b>	Philosophy of education Learning theory <i>Guest speaker: Dr. Mickey Achacoso</i>	McKeachie, Prefaces and Chapter 1 Lewis, Chapter II Begin your book for review Browse website for the UT Austin center for Teaching Effectiveness (CTE) <a href="http://www.utexas.edu/academic/cte">http://www.utexas.edu/academic/cte</a>
Session 3 September 17	The structure of social work education Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) CSWE accreditation process Social work education programs in the U.S. CSWE and other social work organizations <i>Guest speaker: Dean Barbara White</i>	EPAS available at <a href="http://www.cswe.org">http://www.cswe.org</a> UT Austin School of Social Work Self-study for Reaccreditation BSW and MSSW Student Handbooks Frumkin, M. & Lloyd, G. A. (1995). Social work education. In R. L. Edwards (Ed.), Encyclopedia of social work (19 <sup>th</sup> ed.) (pp. 2238-2246). Washington, DC: NASW Press. Browse websites of: CSWE ( <a href="http://www.cswe.org">http://www.cswe.org</a> ) National Association of Deans and Directors (NADD) ( <a href="http://www.sc.edu/swan.nadd">http://www.sc.edu/swan.nadd</a> ) Association of Baccalaureate Social work Program Directors (BPD) ( <a href="http://www.rit.edu/~694www/bpd/">http://www.rit.edu/~694www/bpd/</a> ) Group for the Advancement of Doctoral Education in Social Work (GADE) ( <a href="http://cosw.sc.edu/gade/">http://cosw.sc.edu/gade/</a> ) International Association of Schools of Social Work (IASSW) ( <a href="http://www.iassw.soton.ac.uk/">http://www.iassw.soton.ac.uk/</a> )

<p>Session 4 September 24</p> <p><b>Meet in MAI 2.203</b></p>	<p>Philosophy of education and learning theory (cont'd) Learning styles A note about students and grade entitlement <i>Guest speaker: Dr. Mickey Achacoso</i> <b>Teaching observations paper due</b></p>	<p>Lewis, Chapters IX, XIII McKeachie, Chapters 9, 23</p>
<p>Session 5 October 1</p>	<p>Teaching core social work content areas: Social work practice, human behavior and the social environment (HBSE), social welfare policy and services, social work research, practicum (field work) <i>Faculty panel</i></p>	<p>McKeachie, Chapter 20 Review materials for annotated bibliography</p>
<p>Session 6 October 8</p>	<p>Course planning and development Developing syllabi and assignments <b>Book review due</b></p>	<p>Lewis, Chapter IV McKeachie, Chapters 2 &amp; 3</p>
<p>Session 7 October 15</p>	<p>Strengthening analytical thinking and problem-solving abilities <b>Draft outline of micro-teaching presentation due</b></p>	<p>Lewis, Chapter VI McKeachie, Chapter 24</p>
<p>Session 8 October 22</p>	<p>Effective teaching skills Lecturing and leading discussions Experiential assignments and activities: Collaborative learning groups, case studies, labs, etc. <i>Guest speakers: Dr. Yolanda Padilla and Ms. Shirley Haulotte</i></p>	<p>Lewis, Chapters V, VII, X, XI, &amp; XIV McKeachie, Chapters 4, 5, 13, 14, 15, 16, 19, &amp; 21</p>
<p>Session 9 October 29</p>	<p>Teaching values in social work Addressing diversity The ethics of being a faculty member Dual relationships with students <b>Draft of model syllabus, statement of curriculum fit, and annotated bibliography due</b></p>	<p>McKeachie, Chapters 10, 12, 25, &amp; 26 Martin, J. I. (1995). Gay and lesbian faculty in social work: Roles and responsibilities. <i>Journal of Gay and Lesbian Social Services</i>, 3(4), 1-12. Bauman, M. G. (2002, July 12). Crossing the fine line between teacher and therapist. <i>Chronicle of Higher Education</i>, p. B20. Chessler, M.A. (no date). Perceptions of faculty behavior by students of color. Available on-line: <a href="http://www.crlt.umich.edu/occ7.html">http://www.crlt.umich.edu/occ7.html</a></p>

		<p>Bloom, A. (1987). <i>The closing of the American mind</i>. New York: Simon &amp; Schuster, pp. 11-43.</p> <p>Kimball, R. (1998). <i>Tenured radicals: How politics has corrupted out higher education</i>. Chicago: Ivan R. Dee, pp. ix-xix, 1-12.</p>
<p>Session 10 November 5</p> <p><b>Meet in MAI 2.203</b></p>	<p>Videos of micro-teaching presentations</p>	<p>Review materials for annotated bibliography</p>
<p>Session 11 November 12</p>	<p>Assessing student performance Test construction and measurement Conceptualizing and grading written assignments Gatekeeping in social work education <i>Guest speaker: Dr. Charlene Urwin</i> <b>Drafts of major assignment and sample exam/quiz due</b></p>	<p>Lewis, Chapter VIII Ory &amp; Ryan McKeachie, Chapters 6 &amp; 8</p>
<p>Session 12 November 19</p>	<p>Technology in social work education: Web-enhanced and web-based courses Distance education <i>Guest speaker: Dr. Denise De La Garza</i> <b>Draft of teaching philosophy due</b></p>	<p>Lewis, Chapter XII McKeachie, Chapters 17, 22</p>
<p>Session 13 November 26</p>	<p>Classroom management Issues in higher education Issues in social work education: BSW, MSSW, and PhD Academic dishonesty (cheating, plagiarism, and the like) <i>Guest speakers: UT SSW Program Directors and Dr. Jean Frank, St. Edwards University</i></p>	<p>Lewis, Chapter III McKeachie, Chapters 7, 11, &amp; 18 Jacobson, J. (2002, July 18). Rookies in the classroom. <i>Chronicle of Higher Education</i>. Silverman, G. (2002, July 15). It's a bird, it's a plane, it's plagiarism buster! <i>Newsweek</i>, p. 12.</p>

<p>Session 14 December 3</p>	<p>This is your life (as a college university teacher) Being a teacher while being a scholar and providing service Reflecting on, evaluating, and celebrating teaching <b>Teaching portfolio due</b> <b>Celebration with teaching mentors</b></p>	<p>McKeachie, Chapter 27 Michael, R. (2002, July 12). Dreams failed and fulfilled. <i>Chronicle of Higher Education</i>, p. B5</p>
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## References

### Journals on Higher Education (General)

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| <p><i>AAHE Bulletin (American Association for Higher Education)</i><br/><i>Adult Education</i><br/><i>Adult leadership</i><br/><i>ASHE-ERIC Higher Education Report Series</i><br/><i>Change</i><br/><i>Chronicle of Higher Education, The College Teaching</i><br/><i>Community and Junior College Journal</i><br/><i>Community-Junior College Research Quarterly</i><br/><i>Educational Leadership</i><br/><i>Education Record</i><br/><i>Educational Technology</i><br/><i>Higher Education Abstracts Initiatives</i><br/><i>Innovative Higher Education</i><br/><i>Journal of Adult Education</i><br/><i>Journal of Classroom Interaction</i><br/><i>Journal of College Student Development</i><br/><i>Journal of Creative Behavior</i><br/><i>Journal of Educational Research</i><br/><i>Journal of Experimental research</i><br/><i>Journal of General Education</i><br/><i>Journal of Higher Education</i></p> | <p><i>Journal of Instructional Development</i><br/><i>Journal of the National Academic Advising Association</i><br/><i>Journal of Negro Education</i><br/><i>Journal of Staff, Program, and Organizational Development</i><br/><i>The Kappan – Phi Delta Kappan</i><br/><i>New Directions for Teaching and Learning</i><br/><i>National Teaching &amp; Learning Forum</i><br/><i>Personnel and Guidance journal</i><br/><i>Research in Higher Education</i><br/><i>Resources in Education (ERIC Clearinghouse abstracts)</i><br/><i>Review of Educational Research</i><br/><i>Review of Higher Education</i><br/><i>Review of Research in Education</i><br/><i>Simulation &amp; Games</i><br/><i>Simulation/Gaming/News</i><br/><i>Studies in Higher Education</i><br/><i>Teachers College Record</i><br/><i>Teaching Excellence</i><br/><i>Telescan</i><br/><i>The Teaching Professor</i><br/><i>Training and Development Journal</i><br/><i>Women in Higher Education</i></p> |
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### Journals on Higher Education in Social Work

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| <i>Journal of Social Work Education</i> | <i>Journal of Teaching in Social Work</i> |
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### Other

In addition to the books, articles, and other materials listed on this syllabus, Lewis (1992) provides a wealth of resources.

Teaching Mentorship for SW 398T: Pedagogy in Social Work  
Instructor: Diana DiNitto  
Fall Term 2002

Each student taking SW 398T will participate in a teaching mentorship as a core course experience. The purpose of the mentorship is to help prepare doctoral students for a career in college or university teaching. Unlike a Teaching Assistantship in which the student is paid to assist a faculty member with tasks determined by the course instructor, the apprenticeship is entirely a learning experience for the student based on the students' needs and interests. Although there is no hard and fast rule for the number of hours that the student will devote to the mentorship, it seems that 30 to 45 hours should be allotted to complete the necessary learning experiences. As adult learners, students taking SW 398T are expected to devote sufficient hours to meet their own learning objectives for the apprenticeship. Students should prepare a list of their learning objectives for the mentorship to be discussed during the first or second meeting of SW 398T. The instructor will meet with each student prior to the semester to get an idea of these objectives.

The SW 398T course instructor will assist each doctoral student in identifying a course appropriate to the student's learning objectives. The course should preferably be a foundation course in one of the basic content areas of social work education (social work practice, human behavior and the social environment [includes courses on diversity], social welfare policy and services, social work research, field education). Depending on the student's previous college or university teaching experience, it might also be a specialized elective course. The course should be one taught by a regular (full-time), experienced faculty member. Instructors should carefully consider whether they can allot sufficient time to the mentorship, including individual meetings with the student on a regular basis. Prior to the start of the semester, the student and the course instructor should meet to determine whether the plan for the mentorship is acceptable to both.

Students taking SW 398T should have most of the following experiences during the mentorship:

1. Discuss with the course instructor his or her general teaching philosophy and teaching styles and approach to teaching the particular class for the mentorship experience.
2. If the match between student and instructor is made early enough, the student may be able to assist the instructor with construction or modification of the course syllabus. If not, the student should review and discuss the syllabus with the instructor, and become familiar with the syllabus before the start of the course.
3. Observe as many sessions of the course as possible. Make notes during these sessions as part of the basis for our class discussions. Observations may be made about the instructor's teaching style (including the type and range of teaching methods used and the instructor's communication style with students); instructor-student interactions before, during, and after class; student interactions during the class; how the instructor "manages" the class (e.g., attendance, student participation in class, student conflicts during the class); and the types of teaching methods, interaction styles, etc., that the student would like to emulate in her or his own teaching.

4. Be involved in the preparation of student assignments or discuss the rationale and content of the assignments with the instructor. (In most cases the instructor will have developed the students' assignments before the mentorship is arranged.)
5. When possible, review several papers or other assignments submitted by students, and provide the course instructor with your comments about these assignments and the grade you would assign. Think carefully about how you would provide comments/feedback to students. Share and discuss your comments with the course instructor. It is up to the instructor if he or she wishes to incorporate your comments to the students. In all cases, the course instructor, not the SW 398T student, should assign grades.
6. Participate in constructing tests for the course if the instructor uses tests as part of the course assessment procedures.
7. Become familiar with the use of Blackboard or other course technology the instructor may use, and think about whether you would adopt this type(s) of technology in your own classroom.
8. Help to construct and facilitate class discussions or other exercises.
9. Prepare at least one "micro" course presentation of 30 to 45 minutes and present it to the class. Ask the course instructor and students in the course to provide feedback on the presentation(s). It would be helpful to do more than one so that you can incorporate feedback from the first presentation in one or more subsequent presentations.
10. Identify additional readings, web resources, videos, and other teaching and learning opportunities (e.g., lectures offered on campus) of relevance to the course.

The SW 398T course instructor is available to discuss the mentorship with students and instructors throughout the semester in order to make this a prime learning opportunity for students as well as a rewarding experience for faculty who are generous enough to offer their time to help students become good teachers.