

THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

PEDAGOGY IN SOCIAL WORK

Course Number: SW 398T	Instructor's name: Diana DiNitto
Unique Number: 63640	Office Number: SSW 3.130B
Semester: Fall 2003	Office Phone: 471-9227
Meeting Time: T 9:00-12:00	E-mail: ddinitto@mail.utexas.edu
Meeting Place: SSW 2.132	Office Hours: T 1:30-3:30 at SSW 3.130B; TH 1:30-2:30 at Hartland Office Plaza, Suite 240; 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 readings selected by the instructor, readings selected by class members, class lectures, discussions, and exercises, student presentations, and guest speakers. Students may also participate in a teaching mentorship (see attached description of teaching mentorship and related activities), participate in teaching workshops, observe curriculum meetings, and/or do a micro-teaching presentation and have it critiqued.

Texts and Materials

Required

BSW Handbook. (2003-2004). 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

Field Instructor Manual. (2003-2005). Austin, TX: University of Texas at Austin, School of Social Work. Available in Learning Resource Center under DiNitto, SW 398T.

Lewis, K. G. (Ed.). (1992). *Teaching pedagogy to teaching assistants: A handbook for 398T instructors* (3rd 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. (2003-2004). 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.

University of Texas School of Social Work. *On line re-accreditation document review*. Instructor will provide access information.

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

In addition to class attendance and participation, there are three options for completing course assignments.

Option 1 Do each of the following:

- A. Read one of the recommended books listed on page 2 of the syllabus or select another book. Whether you choose a book on the list or make your own selection, have it approved by the instructor. Give a 7-8 minute review of the book in class (we will work out a schedule), and provide a written book review of the type published in scholarly journals. In addition to describing the book, provide information on the book's strengths and indicate where you find the book to be lacking or where you disagree with the author or authors' perspectives. Do not exceed 1,500 words; at least half of the review should be a critique. Check journals such as *Social Work*, *Journal of Social Work Education*, and *Research on Social Work Practice* for examples of book reviews. Worth 10% of the final grade. **Written draft due one week after presentation.**
- B. Do the teaching mentorship described in an attachment to this syllabus. In addition to observing several class sessions and meeting with the course instructor periodically, select at least three tasks from the list of suggestions (items 4 through 8 on the description of the mentorship) in conjunction with the mentor. You and your mentor may also think of other activities. Provide a paper of approximately 5 pages at the end of the semester describing your mentoring experience and provide information on the three (or more) tasks you selected (some of them may overlap with the components of the teaching portfolio described below). The mentorship is contingent on identifying a suitable course and an instructor willing to serve as a mentor. Meet with the 398T instructor to determine if an appropriate course is available and for approval of your assignments. Worth 40% of the final grade. **Draft of paper due November 18.**
- C. Develop a teaching portfolio drawing from the experience in your teaching mentorship. It will be worth 50% of the final grade and will include a, b, c, d **OR** e (or both d and e if you wish):
 - a. 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 and the 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. **Draft due October 28.**
 - b. A one-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). **Draft due October 28.**
 - c. An annotated bibliography of the core textbooks (approximately 5), supplemental texts (2 or 3), major (classic or current) journal articles (2 to 4), other readings and materials (1 or 2 if relevant), and websites (3 or 4)

for the model course. You may wish to 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 books and articles from any time period. This annotated bibliography should form the basis for the readings you select for your model syllabus. **Draft due October 28.**

- d. 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. **Draft due November 11.**
- e. 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. **Draft due November 11.**
- f. A two-page statement of your philosophy of teaching social work in higher education at this point in time. **Draft due November 18.**

Option 2: Do each of the following:

- A. Do the book review described in Option 1 A. Worth 10% of the final grade.
- B. Attend at least three teaching workshops and/or curriculum meetings during the semester. The University of Texas at Austin Center for Teaching Effectiveness will be holding its Third Annual Seminar for New TAs on September 6 (agenda is available at <http://www.utexas.edu/academic/cte/>). You are welcome to attend some or all of the sessions (please register on line if you plan to attend). Attending two sessions at the Third Annual Seminar for new TAs will count as one teaching workshop. If you see other teaching workshops advertised, check with the instructor about utilizing them to fulfill one or more of the requirements for this assignment. Curriculum meetings you may attend at the UT Austin School of Social Work include the BSW Committee, the MSSW Committee, Clinical Concentration Committee, Administration and Planning Concentration Committee, and some meetings of the reaffirmation of accreditation site visit team schedule. Write a three-page paper briefly describing each meeting (approximately one page per meeting) and the major lessons for social work pedagogy you learned from each. Worth 10% of the final grade. **Draft due November 11.**
- C. Develop a micro-teaching presentation on a core concept of social work education for a foundation course (for example, a presentation on one or more ethical principles for a practice course; a presentation on the concept of social insurance and social insurance programs for a social policy course; a presentation on a developmental theory for a human behavior and the social environment course; a presentation on a theory of direct practice or a direct practice technique or a method of social administration or community organization for a practice course). In addition to illustrating a core social work education concept, your presentation should utilize one major teaching technique and one or more other techniques as supplements. For example, the major technique can be lecture and you can supplement it with questioning students or with a class exercise. You can give this presentation "live" during the pedagogy class (if you do, limit your presentation to 30 minutes) or you can give it in a BSW course if this can be arranged, tape it, and show the tape in the pedagogy course (if you give it in a BSW class, it can be longer than 30 minutes, but we will view only about 20 minutes of it in class). This

presentation may also rely on on line or computer-assisted learning. Provide a detailed outline and handout(s) to accompany the presentation. Develop a form for evaluating the presentation or use an existing one and have the audience evaluate the presentation. Worth 30% of the final grade. **Draft outline due October 14.**

- D. Develop the teaching portfolio described in Option 1 C. **Note deadlines for drafts.** Worth 50% of the final grade.

Option 3 This option is for those who do not plan on careers in higher education.

- A. Do the book review described in Option 1 A using a book that focuses on adult learning and lifelong learning or continuing professional education. Obtain the instructor's approval for the book you wish to use. Worth 10% of the final grade.
- B. Do the assignment described in Option 2 B. **Draft due November 11.**
- C. Develop an outline for a yearlong continuing education (CE) program for entry-level social workers in your area of expertise (e.g., child protective services, adoptions, outpatient chemical dependency, mental health, or co-occurring disorders treatment, nursing home, home health care, research, planning, community organizing, etc.). Assume that there will be one CE activity per month (the amount of time for each monthly session may be the same or vary). List each of the 12 sessions, and for four of the sessions, describe at length learning goals and measurable objectives, description and outline of the content, methods for relaying the content, including lecture, experimental exercises, online learning, etc., and methods for determining whether the content was learned and effectively applied. Include two examples of tools or procedures you would use for assessing each of Bloom's (revised) major dimensions of knowledge. Also include a tool for assessing workers' satisfaction with two or three of the sessions. Include a two-page statement of your philosophy of adult learning and continuing professional education. Be creative in your attempts to develop a CE program that will develop to the fullest extent each entry-level social worker's potential for work in the field. Worth 50% of the final grade. **Draft of outline due October 28. Draft of four sessions, including assessment tools and learning philosophy, due November 18.**
- D. Develop a continuing education presentation based on one of the four sessions you described in assignment C. Utilize one primary learning technique (e.g., lecture, group exercises, collaborative learning) and one or more supplementary techniques. This presentation may also rely on on line or computer-assisted learning. Present no more than 30 minutes of this session "live" in class, or provide it in an actual work setting, tape it, and show approximately 20 minutes of it in our class. Provide a detailed outline and handout(s) to accompany your presentation. Develop a form for evaluating the presentation or use an existing one and have the audience evaluate the presentation. Worth 30% of the final grade. **Draft outline due October 14.**

Criteria for grading assignments:

1. Is the assignment complete, thorough, 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? (continued on next page)

7. Is APA format used, including non-sexist language, and are references cited appropriately?

Each assignment and the final grade will be assigned as follows (elements of the teaching portfolio or continuing education program will be graded as one assignment):

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 the *General Information, 2003–2004* publication. 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 2	Student and instructor introductions Overview of course A brief history of social work education What makes a good teacher? Assign books for review Discussion of TA workshop	Syllabus Lewis, Chapters I & XV
Session 2 September 9	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> Books reports (2)	EPAS available at http://www.cswe.org <i>University of Texas School of Social Work on line re-accreditation document review.</i> Instructor will provide access information. <i>BSW and MSSW Student Handbooks and Field Instructor Manual.</i> Frumkin, M. & Lloyd, G. A. (1995). Social work education. In R. L. Edwards (Ed.), <i>Encyclopedia of social work</i> (19 th ed.) (pp. 2238-2246). Washington, DC: NASW Press. Available in LRC. Browse websites of: CSWE (http://www.cswe.org) National Association of Deans and Directors (NADD) (http://www.sc.edu/swan.nadd) Association of Baccalaureate Social work Program Directors (BPD) (http://www.rit.edu/~694www/bpd/) Group for the Advancement of Doctoral Education in Social Work (GADE) (http://cosw.sc.edu/gade/) International Association of Schools of Social Work (IASSW) (http://www.iassw.soton.ac.uk/)
Session 3 September 16	Philosophy of education Learning theory <i>Guest speaker: Dr. Joanne Holladay</i> Books reports (2)	McKeachie, Prefaces and Chapter 1 Lewis, Chapter II Browse website for the UT Austin center for Teaching Effectiveness (CTE) (http://www.utexas.edu/academic/cte)
Session 4 September 23	Philosophy of education and learning theory (cont.) Learning styles <i>Guest speaker: Dr. Karron Lewis</i> Book reports (3)	Lewis, Chapters IX, XIII McKeachie, Chapters 9, 23

Session 5 September 30	Teaching core social work content areas: Social work practice, human behavior and the social environment (HBSE), social welfare policy and services (SWPS), social work research, practicum (field work) <i>Faculty panel</i>	McKeachie, Chapter 20
Session 6 October 7	Course planning and development Developing syllabi and assignments Book reports (3)	Lewis, Chapter IV McKeachie, Chapters 2 & 3
Session 7 October 14	Effective teaching skills Strengthening analytical thinking and problem-solving abilities Lecturing Book reports (3) Draft outline of micro-teaching or continuing education presentation due	Lewis, Chapters V, VI McKeachie, Chapters 5 & 24
Session 8 October 21	Leading discussions Experiential assignments and activities: Collaborative learning groups, case studies, labs, etc. <i>Guest speakers: Dr. Yolanda Padilla and Ms. Shirley Haulotte</i> Book reports (2)	Lewis, Chapters VII, X, XI, & XIV McKeachie, Chapters 4, 13, 14, 15, 16, 19, & 21
Session 9 October 28	Teaching values in social work Addressing student and faculty diversity The ethics of being a faculty member Dual relationships with students Book reports (1) <i>Guest speakers: Drs. Rowena Fong and Darlene Grant</i> Draft of model syllabus, statement of curriculum fit, and annotated bibliography or draft of outline of year-long continuing education program due	McKeachie, Chapters 10, 12, 25, & 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 online: http://www.crlt.umich.edu/occ7.html Bloom, A. (1987). <i>The closing of the American mind</i> . New York: Simon & Schuster, pp. 11-43. Kimball, R. (1998). <i>Tenured radicals: How politics has corrupted higher education</i> . Chicago: Ivan R. Dee, pp. ix-xix, 1-12.

<p>Session 10 November 4</p>	<p>Assessing student performance Test construction and measurement Conceptualizing and grading written assignments Student presentations</p>	<p>Lewis, Chapter VIII Ory & Ryan Thompson, B. (2003). If I quiz them, they will come. <i>Chronicle of Higher Education</i>.</p>
<p>Session 11 November 11</p>	<p>Classroom management Academic Dishonesty (cheating, plagiarism, and the like) Gatekeeping in social work education <i>Guest speaker: Dr. Charlene Urwin</i> Student Presentations Drafts of major assignment and/or sample exam/quiz, teaching workshops and curriculum meeting papers due.</p>	<p>Lewis, Chapter III McKeachie, Chapters 6, 7, 8, & 11 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 12 November 18</p>	<p>Technology in social work education: Web-enhanced and web-based courses Distance education <i>Guest speaker: Dr. Denise De La Garza</i> Student presentations Drafts of teaching mentorship paper and teaching philosophy or draft of four continuing education sessions, assessment tools, and learning philosophy due</p>	<p>Lewis, Chapter XII McKeachie, Chapters 17 & 22</p>
<p>Session 13 November 25</p>	<p>Teaching in different types of colleges and universities <i>Guest speakers: Dr. Jean Frank, St. Edwards University, and Dr. Beth Pomeroy</i> Accommodating students with disabilities <i>Guest speaker TBA</i> Student presentations</p>	<p>McKeachie, Chapter 18 Jacobson, J. (2002, July 18). Rookies in the classroom. <i>Chronicle of Higher Education</i>.</p>
<p>Session 14 December 2</p>	<p>This is your life (as a college or university teacher) Being a teacher while being a scholar and providing service Celebrating teaching Student presentations Course Instructor Evaluation Final copies of all written assignments due</p>	<p>Berger, D. (2003). Forum on Science and Technology. <i>Phi Kappa Phi Forum</i>, 83(1), 8-9. McKeachie, Chapter 27 Michael, R. (2002, July 12). Dreams failed and fulfilled. <i>Chronicle of Higher Education</i>, p. B5</p>

References

Journals on Higher Education (General)

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

Journals on Higher Education in Social Work

<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 2003

Student taking SW 398T during the Fall Term 2003 will have an opportunity to participate in a teaching mentorship contingent on availability. 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 based on the student's needs and interests. As adult learners, students taking SW 398T are expected to devote sufficient hours to meet their own learning objectives for the mentorship. Students should plan on being present for at least 5 sessions of courses that meet once a week, at least 8 or 9 sessions of courses that meet twice a week, and approximately 12 sessions of courses that meet 3 times a week. Students should also meet with their mentor several times during the semester. Students should prepare a list of their learning objectives for the mentorship to be discussed with the 398T instructor and the mentor.

The SW 398T course instructor will assist the doctoral student in identifying a course appropriate to the student's learning objectives. The course may be at UT Austin or at another social work education program. The course should preferably be an undergraduate 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 meetings with the student.

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 course begins.
3. While observing class sessions, make notes 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. Help construct and facilitate class discussions or other exercises.
8. 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). Develop a form for this evaluation or use an existing one.
9. Identify additional readings, web resources, videos, and other teaching and learning opportunities (e.g., lectures offered on campus) of relevance to the course.
10. Become familiar with the use of Blackboard or other course technology the instructor may use, and think about whether or how you would adopt this type(s) of technology in your own classroom.

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 excellent teachers.