

**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:	66350	Office Number:	SSW 3.130B
Semester:	Fall, 2006	Office Phone:	471-9227
Meeting Time/Place:	T 11:30-2:30 SSW 2.130	E-mail:	ddinitto@mail.utexas.edu
		Office Hours:	T 2:30-5:30 and by appt.

I. Standardized 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.

II. Standardized 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's 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.

III. Teaching Methods

A variety of teaching methods will be used, including lecture, discussion, exercises, guest speakers, student presentations, and practice teaching.

IV. Required Reading

Please obtain:

Duke, R. A. (2004). *Intelligent college teaching: Essays on the core principles of effective instruction*. Austin: The University of Texas at Austin.

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, Ph.D.

McKeachie, W. J., & Svinicki, M. (2006). *Teaching tips: Strategies, research, and theory for college and university teachers* (12th ed.). Boston: Houghton Mifflin.

Ory, J. C., & Ryan, K. E. (1993). *Tips for improving testing and grading*. Newbury Park, CA: Sage.

The following is available online:

Council on Social Work Education Educational Policy and Accreditation Standards:
www.cswe.org

The following are available online at the UT Austin School of Social Work website:

UT School of Social Work online re-accreditation document review
(available by typing *128.83.80.200/accreditation* in web browser)
UT School of Social Work BSW and MSSW Program Handbooks
UT School of Social Work Field Instructor Manual

Other readings and their availability are indicated on the syllabus.

V. Course Requirements and Grading

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

Option 1: Do each of the following:

- A. Do the teaching mentorship described in Appendix A of this syllabus. In addition to observing several class sessions and meeting with the course instructor periodically, do item 8 (if you cannot make a micro-teaching presentation in the

mentorship class, you will be able to present it to our class; a description of the microteaching presentation is found below in Option 2.B.) and in conjunction with your mentor select at least two tasks from the items 4 through 7 on the description of the mentorship. You and your mentor may also think of other activities; if so, please see the 398T instructor for approval of a substitution. Write a paper of about 5 double-spaced pages that describe your mentoring experience, including information on the three (or more) tasks you did (some of them may overlap with the components of the teaching portfolio described below), and what you learned. 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. **Worth 45% of the final grade. Draft of paper due November 21. Microteaching presentations will be conducted in class during weeks 10-13.**

- B.** Develop a teaching portfolio, drawing from the experience in your teaching mentorship. It will be **worth 45% of the final grade** and will include items 1, 2, 3, 4 OR 5 (or 4 AND 5 if you wish), and 6 below:
- 1.** 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 31.**
 - 2.** A statement of no more than one page 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 31.**
 - 3.** 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 include more readings and resources if you wish. Review the *Journal of Social Work Education* and *Teaching in Social Work* and other social work journals for relevant articles and book reviews in the last 10 years. You can include classic books and articles from any time period. This annotated bibliography should form the basis for the readings you select for your model syllabus. These should be annotations you write after reviewing the materials addressing their relevance for the course (they should **not** be annotations or reviews of the books, articles, websites, etc., written by others). **Draft due October 31.**
 - 4.** A well-developed handout delineating a major class assignment (paper, group project, audiovisual presentation, etc.). It can include online 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 14.**
 - 5.** 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 14.

6. A statement of your philosophy of teaching social work in higher education (approximately one to two single-spaced pages). Since you may not have had prior higher education teaching experience, you can think of this as a way to describe the way you expect to approach teaching. A number of faculty members' teaching philosophies, including some from other departments, are posted in the Documents section of the class Bb site. **Draft due November 21.**
- C. A one-page, single-spaced review (this is not a book report) of a book on higher education, such as the philosophy of teaching in higher education or issues in higher education. Include a brief (about one-third page) description of the content with about two-thirds of the review devoted to your critical commentary. See bibliography at the end of this syllabus for book suggestions or choose another book. In either case, check with the instructor so that class members do not duplicate books. You will have 15 minutes of class time for your review—5 minutes to present a brief “elevator” talk and 10 minutes for class questions and discussion. **Worth 10% of the final grade. Book reviews will be presented in class during weeks 6, 8, and 10.** Bring enough copies of the review to class for each class member or e mail to members at least 24 hours in advance of class for classmates to print and bring to class. **Final copy due December 9.**

Option 2: Do each of the following:

- A. During the semester attend a series of three related sessions and two electives and write the paper required to receive a certificate from Advancing Students' Professional Excellence through Certificates in Teaching Series (ASPECTS), a program of the UT Division of Instructional Innovation and Assessment (DIIA). Submit the required paper to the 398T instructor for feedback prior to submitting it to DIIA/ASPECTS. For registration or more information about ASPECTS go to: <http://www.utexas.edu/academic/diia/gsi/aspects/index.php>. **Worth 20% of the final grade. Draft of paper to 398T instructor due November 21. Note that if a related (required) session is missed it cannot be made up during the semester and a certificate cannot be issued.**
- B. Develop a micro-teaching presentation on a core concept or aspect of social work education for a foundation course (e.g., 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 supplemental teaching techniques. For example, the major technique can be lecture and you can supplement it with questioning students and/or 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 online 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 25% of the final grade. Draft of outline, handouts, and evaluation form due October 17. In class presentations on weeks 10-13 of course.**

C. Develop the teaching portfolio described in Option 1.B. **Note deadlines for drafts. Worth 45% of the final grade.**

D. Do the book review described in Option 1.C. **Note due dates. Worth 10% of the final grade.**

Option 3. If you do not plan on a career in higher education, you may wish to select this.

A. Do the assignment described in Option 2.A. on ASPECTS. **Worth 20% of the final grade. Draft of paper to 398T instructor due November 21.**

B. Develop an outline for a yearlong continuing education (CE) program for entry-level social workers in an area of your expertise (e.g., child protective services, adoptions, chemical dependency, mental health, or co-occurring disorders treatment, nursing home services, 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 the learning goals and measurable objectives, provide a substantial 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 in practice. Include two examples of tools or procedures you would use for assessing each of Bloom's (revised) major dimensions of knowledge that reflect applications in practice. Also include a tool for assessing workers' satisfaction with two 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 45% of the final grade. Draft of outline due October 24. Draft of four sessions, including assessment tools due November 14. Draft of philosophy statement due November 21.**

C. Develop a continuing education presentation based on one of the four sessions you described in assignment B. Utilize one primary learning technique (e.g., lecture, group exercise, collaborative learning) and one or more supplementary techniques. This presentation may also rely on online 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 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 25% of the final grade. Draft of written materials due October 17. In class presentation on weeks 10-13 of class.**

D. Do the book review described in Option 1.C. Note due dates. Worth 10% of the final grade.

Criteria for Evaluating Student Assignments. Assignments will be evaluated based on evidence of careful, systematic, reasoned thought, which shows (a) use of a body of theoretical knowledge, (b) an understanding of social work and social work education, and (c) your ability to analyze and apply appropriate teaching methods to social work curricula. The following grading criteria will be used as appropriate to the specific assignment:

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

Grades will be assigned as follows:

- 94-100=A Work is exceptional with regard to all criteria.
 90-93=A-
 87-89=B+ Work is very good or good with regard to all criteria.
 84-86=B
 80-83=B-
 77-79=C+ Work is adequate with regard to all criteria.
 74-76=C
 70-73=C-
 67-69=D+ Work is inadequate with regard to some criteria.
 64-66=D
 60-63=D-
 50-59=F Work is inadequate with regard to most or all criteria.

VI. Class Policies

1. Students are expected to attend all classes and to actively participate in the learning process by demonstrating mastery of course content and professional behavior.
2. Assignments should be submitted 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 to the instructor as soon as possible.
3. While scholastic dishonesty is not anticipated, students should be familiar with the University's policies on scholastic dishonesty, as identified in *General Information of the*

University of Texas at Austin. Failure to give due credit to authors (i.e., plagiarism) on any assignment will result in a grade of zero for that assignment. Scholastic dishonesty in this course may result in a grade of F in the course and a report to the Doctoral Committee, Dean, and Graduate School.

4. Services for students with disabilities: The University of Texas at Austin provides, upon request, appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259; 471-4641 TTY.

VI. Course Schedule

Date	Description	Readings
Session 1 September 5	Student and instructor introductions Course overview Exercise: What makes a good teacher? Philosophy of education and learning theory <i>Guest speaker: Prof. Vicki Packheiser (1:00)</i>	Syllabus (please bring a copy to class)
Session 2 September 12	Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) CSWE accreditation process <i>Guest speaker: Dr. Roberta Greene (11:30)</i> Philosophy of education and learning theory (con't.) <i>Guest speaker: Dr. Lynn Eaton Jones (1:30)</i> Select books for review	Duke, <i>Intelligent College Teaching</i> (begin reading) <i>EPAS</i> available at http://www.cswe.org Lewis, Chapters I, XV McKeachie & Svinciki, Prefaces, Chapter 1 UT Austin School of Social Work <i>Self-study for Reaccreditation</i> (see required readings; available at UTSSW website)
Session 3 September 19	Philosophy of education and learning theory (con't.) Learning styles <i>Guest speaker: Dr. Karron Lewis (11:30-1:30)</i> Structure of social work education Social work education programs in the U.S. Social work education organizations	Duke, <i>Intelligent College Teaching</i> (finish reading) Lewis, Chapter II Begin your book for review Browse website of UT Austin Division of Instructional Innovation and Assessment (CTE) (http://www.utexas.edu/academic/diia/) <i>BSW and MSSW Student Handbooks and Field Instructor Manual</i> (available at UTSSW website) Karger, H. J., & Stoesz, D. (2003). The growth of social work education programs, 1985-1999: Its impact on economic and education factors related to the profession of social work. <i>Journal of Social Work Education, 39</i> (2), 279-295. (con't.)

		<p>Available at UT Libraries website. Browse websites of:</p> <p>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.bpdonline.org/) Group for the Advancement of Doctoral Education in Social Work (GADE) (http://web.uconn.edu/gade/) International Association of Schools of Social Work (IASSW) (http://www.iassw-aiets.org/)</p>
Session 4 September 26	<p>History of social work education Bloom's taxonomy Teaching core social work content: Human behavior and the social environment (HBSE) <i>Guest speakers: Drs. Rowena Fong, Beth Pomeroy (11:30)</i> Social work practice (direct and indirect) <i>Guest speakers: Drs. Cynthia Franklin, Dorie Gilbert, Lori Holleran, Barbara Jones, Mike Lauderdale, Jim Schwab, Cal Streeter (12:15)</i></p>	<p>Bloom, A. (1987). <i>The closing of the American mind</i>. New York: Simon & Schuster, pp. 11-43. Available in LRC under course and instructor Frumkin, M. & Lloyd, G. A. (1995). Social work education. In R. L. Edwards (Ed.), <i>Encyclopedia of social work</i> (19th ed., pp. 2238-2246). Washington, DC: NASW Press. Available in LRC Lewis, Chapters IX, XIII McKeachie & Svinciki, Chapter 12</p>
Session 5 October 3	<p>Teaching core social work content Social welfare policy and services (SWPS) <i>Guest speakers: Drs. Noël Bush, Namkee Choi, Miguel Ferguson (11:30)</i> Social work research <i>Guest speakers: Drs. Allen Rubin, Sanna Thompson (12:15)</i> Social justice, values and ethics, cultural competency <i>Guest speakers: Drs. Dawn Fowler, Michele Rountree, Mr. Mitch Sudolsky (1:15)</i></p>	<p>Read for book review</p>
Session 6 October 10	<p>Teaching core social work content: Field instruction <i>Guest speakers: Profs. Kathy Armenta, Jane Kretzschmar Tammy Linseisen, Tanya Voss (11:30)</i> Book reviews (4)</p>	<p>Lewis, Chapter IV</p>

Session 7 October 17	Attend “Improving the Teaching of Evidence-based Practice at Austin Marriott at the Capitol Draft outline of micro-teaching or continuing education presentation, handouts, and evaluation form due	Lewis, Chapters V, VI
Session 8 October 24	Course planning: Developing syllabi and assignments Effective teaching skills: Strengthening analytical thinking and problem-solving abilities, lecturing Book reviews (2) Draft of year-long continuing education program due	McKeachie & Svinciki, Chapters 2, 3, 4, 6, 23, 24
Session 9 October 31	Effective teaching skills (con’t.): leading discussion, collaborative learning, case studies, role playing, OSCEs, labs, etc. <i>Guest speaker: Dr. Yolanda Padilla (11:30)</i> <i>Social work education in India (tentative)</i> Book reviews (2) Draft of model syllabus, statement of curriculum fit, and annotated bibliography due	Lewis, Chapters VII, X, XI, & XIV McKeachie & Svinciki, Chapters 5, 15, 16, 17, 19, 20, 21
Session 10 November 7	Assessing student performance: Test construction and measurement, conceptualizing and grading written assignments Student micro-teaching presentations (2)	Lewis, VIII McKeachie & Svinicki, Chapters 7, 8, 9, & 11 Ory & Ryan (see required readings) Thompson, B. (2003). If I quiz them, they will come. <i>Chronicle of Higher Education</i> . Available at UT Libraries website.
Session 11 November 14	Ethics of faculty life Academic freedom Addressing student and faculty diversity <i>Guest speaker: Dr. Darlene Grant</i> Classroom management Student behavior in the classroom and field Academic dishonesty (cheating, plagiarism, etc.) Student micro-teaching presentations (2) Draft of major assignment and/or sample exam/quiz or (con’t.)	Collins, M. E., & Amodeo, M. (2005). Responding to Plagiarism in Schools of Social Work: Considerations and Recommendations. <i>Journal of Social Work Education</i> , 41(3), 527-543. Available at UT Libraries website. Bauman, M. G. (2002, July 12). Crossing the fine line between teacher and therapist. <i>Chronicle of Higher Education</i> , p. B20. Available at UT Libraries website. Chessler, M.A. (no date). (con’t.)

	<p>four sessions of continuing education program and assessment tool due</p>	<p>Perceptions of faculty behavior by students of color. Available on-line: http://www.crlt.umich.edu/publinks/occasional.html</p> <p>Kimball, R. (1998). <i>Tenured radicals: How politics has corrupted our higher education</i>. Chicago: Ivan R. Dee, pp. ix-xix, 1-12. Available in LRC under course and instructor.</p> <p>Lewis, Chapter III</p> <p>McKeachie & Svinicki, Chapters 10, 13, 14, 25</p> <p>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. Available in LRC.</p> <p>Silverman, G. (2002, July 15). It's a bird, it's a plane, it's plagiarism buster! <i>Newsweek</i>, p. 12. Available in LRC under course and instructor.</p>
<p>Session 12 November 21</p>	<p>Gatekeeping in social work Education</p> <p><i>Guest speaker: Dr. Charlene Urwin</i></p> <p>Technology in social work education: Web-enhanced and web-based courses</p> <p>Distance education</p> <p>Student micro-teaching presentations (2)</p> <p>Drafts of teaching mentorship paper and teaching philosophy or draft of ASPECTS paper and teaching philosophy due</p>	<p>Lewis, Chapter XII</p> <p>McKeachie, Chapters 18, 22</p> <p>Urwin, C. A., Van Soest, D., & Kretzschmar, J. A. (in press). Key principles for developing gatekeeping standards for working with students with problems. <i>Journal of Teaching in Social Work</i>. Available under Documents at course Bb site.</p>
<p>Session 13 November 28</p>	<p>Teaching in different types of colleges and universities</p> <p><i>Guest speakers (11:30-12:45): Drs. Catherine Hawkins (Texas State University), Ann Schwartz (Concordia University)</i></p> <p>Teaching students with disabilities</p> <p><i>Guest speaker TBA</i></p> <p>Student presentations (2)</p>	<p>Jacobson, J. (2002, July 18). Rookies in the classroom. <i>Chronicle of Higher Education</i>. Available at UT Libraries website.</p>
<p>Session 14 December 5 (Last class session)</p>	<p>This is your life as a college university teacher</p> <p>Being a teacher while being a scholar and providing service</p> <p>Future of social work education</p> <p>Celebrating teaching</p> <p>Course Instructor Evaluation</p> <p><i>Guest speaker: Dean Barbara White</i></p>	<p>Berger, D. (2003). Forum on Science and Technology. <i>Phi Kappa Phi Forum</i>, 83(1), 8-9. Available in LRC under course and instructor.</p> <p>McKeachie & Svinicki, Chapter 26</p> <p>Michael, R. (2002, July 12). Dreams failed and fulfilled. <i>Chronicle of Higher Education</i>, p. B5. (con't.)</p>

		Available at UT Libraries website. Watkins, J., & Pierce, D. (2006). Social work education: A future of strength or peril? <i>Advances in Social Work</i> , 6(1), 17-23. Available in LRC under course and instructor.
December 9	Final copies of all written assignments due	

VII. Evaluation of Instructor

At mid-term, students will be asked to provide feedback anonymously on the course using a form developed by the instructor. At the end of the term, students will be asked to complete the official Course Instructor Survey (CIS) of the University of Texas at Austin, School of Social Work. I am also available during office hours and at other mutually agreeable times to discuss the course with you.

VIII. Bibliography

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.

Bloom, A. (1987). *The closing of the American mind*. New York: Simon & Schuster.

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.

Kimball, R. (1998). *Tenured radicals: How politics has corrupted our higher education*. Chicago: Elephant Paperbacks.

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.

Journals on Higher Education (General)

*AAHE Bulletin (American Association for
Higher Education)*

Adult Education

Adult leadership

*ASHE-ERIC Higher Education Report
Series*

Change

*Chronicle of Higher Education, The
College Teaching*

*Community and Junior College Journal
Community-Junior College Research
Quarterly*

Educational Leadership

Education Record

Educational Technology

Higher Education Abstracts (con't.)

Initiatives

Innovative Higher Education

Journal of Adult Education
Journal of Classroom Interaction
Journal of College Student Development
Journal of Creative Behavior
Journal of Educational Research
Journal of Experimental research
Journal of General Education
Journal of Higher Education
Journal of Instructional Development
Journal of the National Academic Advising Association
Journal of Negro Education
Journal of Staff, Program, and Organizational Development
The Kappan – Phi Delta Kappan
New Directions for Teaching and Learning

Journals on Higher Education in Social Work

Journal of Social Work Education

National Teaching & Learning Forum
Personnel and Guidance Journal
Research in Higher Education
Resources in Education (ERIC Clearinghouse abstracts)
Review of Educational Research
Review of Higher Education
Review of Research in Education
Simulation & Games
Simulation/Gaming/News
Studies in Higher Education
Teachers College Record
Teaching Excellence
Telescan
The Teaching Professor
Training and Development Journal
Women in Higher Education

Journal of Teaching in Social Work

Other

The books, articles, and other materials listed on this syllabus also provide a wealth of additional resources.

Appendix A

Teaching Mentorship for SW 398T: Pedagogy in Social Work

Fall Term 2006

Contingent on availability, you will have an opportunity to participate in a teaching mentorship to help you prepare for a career in college/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 9 sessions of courses that meet twice a week, and approximately 13 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 in identifying a course appropriate to the student's learning objectives. The course may be at UT Austin or another social work education program and should 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 required courses on diversity], social welfare policy and services, social work research, field education). A full-time, experienced faculty member should be the instructor. 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 (item 8 is required):

1. Discuss with the course instructor his or her general teaching philosophy and teaching style and approach to teaching the course selected.
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. If 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 in those provided 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 course assessment procedures.
7. Help construct formats for class discussions, exercises, or other activities and assist in facilitating these activities.
8. Prepare at least one "micro" course presentation of at least 30 minutes and present it to the class. This activity is **required**. 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. Video tape it and present about 20 minutes of it for discussion and feedback in SW 398T. For further instructions and due dates see Option 2.B. on page 4 of the syllabus. If you cannot make this presentation in the teaching mentorship course, you will do it in SW 398T.
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.