

**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>	63368	<b>Office Number:</b>	SSW 3.130B
<b>Semester:</b>	Spring 2009	<b>Office Phone:</b>	471-9227
<b>Meeting Time/Place:</b>	T 11:30-2:30 SSW 2.112	<b>E-mail:</b>	ddinitto@mail.utexas.edu
		<b>Office Hours:</b>	T 2:30-4:30 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

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

Lewis, K. & Sweet, M. (Eds.). (2007). *Teaching pedagogy to graduate student instructors*: (3<sup>rd</sup> ed.). UT Austin: Center for Teaching Effectiveness. Available at <https://webspaces.utexas.edu/mss662/398THandbook/index.html>

Other readings and their availability are indicated in the Course Schedule section of the syllabus below.

### V. Course Requirements and Grading

In addition to class attendance and participation, do Option A or B described below. Feel free to submit drafts before their due dates. **All final work is due May 12.**

**Option A:** Do each of the following:

- 1.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, gain as many of the nine experiences listed as feasible and do **at least two** tasks from the items 4 through 7. 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 (at least one-page, single-spaced) listing the activities in which you participated (some may overlap with or be the same as the components of the teaching portfolio described below) and three or four of the major lessons you learned or insights about teaching you gained from the experience. Have the instructor verify that you completed the mentorship. Participation in 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 35% of the final grade. Draft of paper due April 21.**

**OR**

- 1.b. There are two parts to this assignment. One is to obtain 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), by attending a series of three related sessions and two electives and writing the required paper. For registration and more information go to: <http://www.utexas.edu/academic/diia/gsi/aspects/index.php>. Note that if a related (required) session is missed it cannot be made up during the semester and a certificate cannot be issued. **Worth 25% of final grade. Submit list of sessions attended, your paper, and certificate with final coursework on May 12.** The second part involves

observing at least one session of three different courses during the semester. You may also wish to interview the instructors about their educational philosophy in general and approach to teaching this course in particular. There are various ways to approach this assignment. For example, you may choose three sessions of the same course taught by different instructors at the UT School of Social Work (examples of courses with multiple sections are master's Foundations of Social Justice, Clinical Assessment and Differential Diagnosis, Social Policy Analysis and Social Problems), three sessions of a similar course in an area of interest to you (e.g., undergraduate social policy, master's direct practice) taught at two or three different social work education programs, or three courses taught by members of the UT Austin Academy of Distinguished Teachers (see <http://www.utexas.edu/faculty/academy/> for a listing of Academy members) who teach three similar or three entirely different subjects. In each case, write at least a 3-page, double-spaced paper about the experience. You may wish to compare and contrast the teaching approaches (teaching methods, interaction style, etc.) of the instructors or you could focus on how they did (or did not) demonstrate the characteristics of effective teachers or the educational philosophies discussed in class, perhaps with respect to sensitivity to adult education and students' learning styles. Do not mention the instructors' names, but indicate the subject matter and whether it was an undergraduate, master's, or doctoral course; size of the classes; demographics of students and instructors; or other factors you deem important. **Worth 10% of the final grade. Draft of paper due April 14.**

2. Develop a teaching portfolio. **Worth 35% of the final grade. Include items a, b, c, d OR e (or d AND e if you wish), and f below:**
  - a. A model syllabus for a core social work course that is part of a generalist practice curriculum (e.g., social justice, 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. Since you are likely to draw from an existing syllabus or syllabi, attach a sheet indicating from whose syllabi you drew and the name of the course and describe which parts of your syllabus are similar or modified and which are your original contributions. **Draft due March 31.**
  - b. A statement of no more than one page describing how the model syllabus is consistent with the CSWE Educational Policy and Accreditation Standards (EPAS). **Draft due March 31.**
  - 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. Include more readings and resources if you wish. In addition to others' syllabi, review the *Journal of Social Work Education* and *Journal of Teaching in Social Work* and other social work journals for relevant articles and book reviews in the last 10 years. You may 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. After reviewing the material, write an annotation that briefly describes the material and addresses its relevance for the course (these should **not** be annotations or reviews of the books, articles, Websites, etc., written by others, though you may, of course, wish to consider what others have said about the work). Each annotation

should be a few sentences. **Draft due Mar 31.**

- d. 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 completing the assignment, provide a rationale and learning objectives for the assignment written for students who will be doing the assignment. **Draft due April 7.**
  - 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; the correct answers; and the Bloom's dimension each question addresses. Also include two essay questions. Provide instructions for completing the quiz/exam, the number of points or weight for each question, and describe how the quiz/exam will be graded (e.g., use of a grading rubric for essay questions). **Draft due April 7.**
  - f. 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 Blackboard (Bb) site. **Draft due April 14.**
- 3. Develop a micro-teaching presentation on a core concept or aspect of social work education for a foundation course (e.g., one or more ethical principles for a practice course; the concept of social insurance and social insurance programs for a social policy course; a developmental theory for a human behavior course; how to develop a hypothesis for a research course; a theory of direct practice or a direct practice technique or a theory or method of social administration or community organization for an indirect practice course). In addition to illustrating a core social work education concept, your presentation should utilize one primary teaching technique and one or more supplemental teaching techniques. For example, the primary 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 20% of the final grade. Drafts of outline, handouts, and evaluation due when you give in-class presentation (weeks 11-14 of course).****
- 4. A one-page, single-spaced review (not a book report) of a book on higher education, such as one on a philosophy of teaching in higher education or current 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. 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. We will strictly adhere to this time limit. Bring enough copies of the review to class for each class member or e-mail members at least 24 hours in advance of class so they can print it and bring to class if they wish. **Worth 10% of final grade. Draft due on day report is presented (weeks 5, 6, and 8 of course).**

**Option B** is a choice for those who do not believe they will be engaging in college/university teaching. Do each of the following:

1. 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, nursing home services, research, planning, community organizing). 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 and provide a substantial description and outline of the content and methods for relaying the content, including lecture, experimental exercises, online learning, etc. Also describe methods for determining whether the content was learned and effectively applied in practice, including two examples of tools or procedures you would use for assessing each of Bloom's (revised) major dimensions of knowledge. Also include tools for assessing workers' satisfaction with two of the sessions. Include a statement of your philosophy of adult learning and continuing professional education (approximately one to two single-spaced pages). 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 March 24. Draft of four sessions, including assessment tools, due April 7. Draft of teaching philosophy statement due April 14.**
2. Develop a micro continuing education presentation based on one of the four sessions you described in assignment B1. 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 20% of the final grade. Drafts of outline, handouts, and evaluation form due when you give in-class presentation (weeks 11-14 of class).**
3. Obtain the ASPECTS certificate described in Option A, 1.b. above. **Worth 25% of the final grade. Submit list of sessions attended, your paper, and certificate with final coursework on May 12.**
4. Do the book review described in Option A, 4 above. **Worth 10% of the final grade. Draft due on day report is presented (weeks 5, 6, and 8 of class).**

**Criteria for Evaluating 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-biased 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. **Professional conduct:** Your attendance, attention, and participation are expected for all class sessions. Participation includes reading all assigned materials prior to the class session and engaging in class discussions and exercises. Lively class discussion is encouraged. Respectful communication is necessary to the learning environment. Please turn off cell phone ringers and refrain from text messaging and other non-class activities. Arriving 10 or more minutes late and/or leaving 10 or more minutes early is considered an absence. **Five points** will be deducted from the final course grade for the first class absence not due to illness, emergency, or observance of a religious holy day, and an additional **ten points** will be deducted for the second such absence. Regardless of the reason, missing more than two classes will result in an F for the course or the need to withdraw from the course, depending on circumstances and UT Austin policy. **Appendix B** contains the self-report attendance sheet that each student will submit with his or her final course assignments at the end of the semester. Students are also expected to observe professional codes of conduct with regard to confidentiality, dress, language, and other matters and exercise good judgment while working with others on course assignments.
2. **Observance of religious holy days:** UT Austin policy requires students to notify the instructor 14 days prior to the observance of a holy day. In this class, holy days are not likely to affect submitting assignments or completing work on time, but if there is a concern, see the instructor promptly.

3. **Submitting assignments:** All assignments are to be word-processed (typewritten), usually in 12-point font with reasonable margins or presented in another format appropriate to the assignment (e.g., PowerPoint, video tape). Assignments are due at the start of the class period; assignments turned in after the start of class will be considered late for that day. Assignment due dates are noted above in the Course Requirements section and below in the Course Schedule section of the syllabus. Except in the case of illness or (unforeseen) emergency, **five points** will be deducted for each day a draft or final assignment is late (weekend days included). The *Publication Manual of the American Psychological Association* (APA) is the style manual to be used for all assignments. Incorrect use of APA style may result in a deduction of points on assignments. Appropriate referencing (authors, titles, page numbers, etc.) of assignments is required. This includes giving due credit to others when indirect quotes (paraphrasing) and direct (verbatim) quotes are used. Short direct quotes (less than 40 words) must be placed in quotation marks. Long direct quotes (40 or more words) should be indented. Paraphrasing requires more than changing a word or two in a sentence. Failure to give due credit to others will result in a **“0” for the assignment and/or an “F” for the course. Plagiarism is a form of scholastic dishonesty and will be addressed as such. If you do not know how to cite appropriately, please learn before you submit any assignments.**
4. **The University of Texas Honor Code and scholastic dishonesty:** The University of Texas at Austin’s core values are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community. Scholastic dishonesty is a violation of the honor code. It harms the individual, all students, and the integrity of the University. UT Austin’s policies on scholastic dishonesty will be strictly enforced. They are found in *General Information 2007-2008* (<http://registrar.utexas.edu/catalogs/gi07-08/index.html>) and at the Dean of Students, Student Judicial Services’ Website (<http://deanofstudents.utexas.edu/sjs/scholdis.php>). Scholastic dishonesty may result in a report to the Ph.D. Program Director, the Dean of the School of Social Work, and/or the Dean of the Graduate School. Students may receive an “F” for the course and other sanctions in accordance with University policies, including dismissal from the University.
5. **Course modifications:** Should any modifications or changes need to be made to the course (e.g., schedule, assignments), students will be notified in class and/or by e-mail. Students should check their e-mail frequently, and students who are absent from class should check on announcements made in class during their absence.
6. **Students with disabilities:** Students who require accommodations related to a disability should obtain a letter from the Services for Students with Disabilities area of UT’s Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be addressed. For more information, go to <http://www.utexas.edu/diversity/ddce/ssd/>.
7. **Safety:** As part of professional social work education, student may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student’s responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should also notify instructors regarding any safety concerns.
8. **Emergency Evacuation Policy:** Occupants of buildings on the UT Austin campus are

required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation: Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building. If you require assistance to evacuate, inform the professor in writing during the first week of class. In the event of an evacuation, follow the professor's instructions. Do not re-enter a building unless given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

9. **Behavior Concerns Advice Line (BCAL):** If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or go to <http://www.utexas.edu/safety/bcal>.

## VI. Course Schedule

Date	Description	Readings
Week 1 Jan. 20	Student and instructor introductions Course overview (why teach the course this way?) Exercise: What makes a good teacher? Philosophy of education and learning theory <i>Why Students Don't Learn</i> <i>What We Think We Teach: Dr. Robert Duke (1:00)</i>	Syllabus (please bring a copy to class) Lewis & Sweet, Chapter I, Organizing a Pedagogy Course for Graduate Student Instructors; Chapter II, Effective Teaching; Chapter XVI, Teaching Portfolios for TAs
Week 2 Jan. 27	Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) and CSWE accreditation process: <i>Dr. Roberta Greene (11:30)</i> Philosophy of education and learning theory (con't.) <i>Teaching Twenty-first Century Learners: Dr. Lynn Jones Eaton (1:00)</i> Discuss books for review	Council on Social Work Education Educational Policy and Accreditation Standards (EPAS) available at <a href="http://www.cswe.org">http://www.cswe.org</a> Lewis & Sweet, Chapter XIV, Microteaching Teaching McKeachie & Svinciki, Prefaces; Chapter 1, Introduction Peruse UT Austin School of Social Work <i>Self-study for Reaccreditation</i> (available at <a href="http://128.83.80.200/accreditation">http://128.83.80.200/accreditation</a> ) Peruse Websites of: Chronicle of Higher Education (available at UT Libraries Website) National Teaching and Learning Forum (available at UT Libraries Website) UT Austin Division of Instructional Innovation and Assessment ( <a href="http://www.utexas.edu/academic/diia/">http://www.utexas.edu/academic/diia/</a> )

<p>Week 3 Feb. 3</p>	<p>Philosophy of education and learning theory (con't.) <i>Student learning styles: Dr. Ruth-Fagan Wilen (1:00-2:15)</i> Accommodating students with disabilities History and structure of social work education <b>Select books for review</b></p>	<p>Lewis &amp; Sweet, Chapter III, Getting to Know Your Students; Chapter X, Student Learning and Study Skills McKeachie &amp; Svinciki, Chapter 12, Motivation in the College Classroom; Chapter 19, Teaching Large Classes; Chapter 23, Teaching Students How to Become More Strategic and Self-Regulated Learners; Chapter 24, Teaching Thinking Begin your book for review. <i>UTSSW BSW and MSSW Student Handbooks and Field Instructor Manual</i> (available at <a href="http://www.utexas.edu/ssw/aa/forms/">http://www.utexas.edu/ssw/aa/forms/</a>) Karger, H. J., &amp; 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</i>, 39(2), 279-295. Available at UT Libraries Website. Browse Websites of: Council on Social Work Education (CSWE) <a href="http://www.cswe.org/CSWE/">http://www.cswe.org/CSWE/</a> National Association of Deans and Directors (NADD) <a href="http://www.naddssw.org/">http://www.naddssw.org/</a> Association of Baccalaureate Social Work Program Directors (BPD) <a href="http://www.bpdonline.org/">http://www.bpdonline.org/</a> Group for the Advancement of Doctoral Education in Social Work (GADE) <a href="http://www.gadephd.org/">http://www.gadephd.org/</a> International Association of Schools of Work (IASSW) <a href="http://www.iassw-aiets.org/">http://www.iassw-aiets.org/</a> Institute for the Advancement of Social Work Research <a href="http://www.iaswresearch.org/">http://www.iaswresearch.org/</a> Society for Social Work and Research <a href="http://www.sswr.org/">http://www.sswr.org/</a></p>
<p>Week 4 Feb. 10</p>	<p>Work on mentorships, ASPECTS, and/or class observations</p>	<p>Read your book for review. You may wish to read ahead for weeks 5 and 6.</p>

<p>Week 5 Feb. 17</p>	<p>Exercise: Applying Bloom's taxonomy Course planning: Developing syllabi and assignments Effective teaching skills: Strengthening critical thinking and problem-solving abilities, Is lecturing a "no-no"? Collaborative learning and case studies: <i>Drs. Yolanda Padilla &amp; Noël Busch-Armendariz</i> <b>Book reviews (2)</b></p>	<p>Cruz, E. (2003). Bloom's revised taxonomy. In B. Hoffman (Ed.), <i>Encyclopedia of Educational Technology</i>. Available at <a href="http://coe.sdsu.edu/eet/articles/bloomrev/start.htm">http://coe.sdsu.edu/eet/articles/bloomrev/start.htm</a> [Also read related articles noted at end of this brief reading.] Lewis &amp; Sweet, Chapters V, Instructional Design; Chapter VI, Lecturing and Giving Presentations; Chapter VII, Questions and Questioning Techniques McKeachie &amp; Svinciki, Chapter 2, Countdown for Course Preparation; Chapter 3, Meeting a Class for the First Time; Chapter 4, Reading As Active Learning; Chapter 6, How to Make Lectures More Effective; Chapter 16, Active Learning: Cooperative, Collaborative, and Peer Learning; Chapter 17, Problem-Based Learning: Teaching with Cases, Simulations, and Games Social work education. (2008). In T. Mizrahi &amp; L. E. Davis (Eds.), <i>Encyclopedia of social work</i> (20<sup>th</sup> ed., Vol. 4, pp. 107-137). Washington, DC: NASW Press &amp; Oxford University Press. Available in LRC.</p>
<p>Week 6 Feb. 24</p>	<p>Effective teaching skills (con't.): Leading discussions, role playing, OSCEs, labs, etc. Class management: How important is decorum in the classroom? Academic dishonesty Gatekeeping in social work education (student behavior and readiness in classroom and field): <i>Dr. Charlene Urwin</i> <b>Book reviews (4)</b></p>	<p>Collins, M. E., &amp; 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. Lewis &amp; Sweet, Chapter IV, Developing Authority as a Teacher; Chapter VIII, Leading Discussions; Chapter XI, One-to-One Work with Students; Chapter XII: Teaching in Laboratory Settings McKeachie &amp; Svinciki, Chapter 5, Facilitating Discussion: Posing Problems, Listening, Questioning; Chapter 10, What To Do About Cheating; Chapter 14, Dealing with Student Problems and Problem Students; Chapter 20, Laboratory Instruction: Ensuring an Active Learning Experience Urwin, C. A., Van Soest, D., &amp; Kretzschmar, J. A. Kretzschmar, J. A. (2006). Key principles for developing gatekeeping standards for working with students with problems. <i>Journal of Teaching in Social Work</i> 26(1/2), 163-180. Available at UT Libraries Website.</p>

Week 7 Mar. 3	Work on mentorships, ASPECTS, and/or class observations	You may wish to read ahead to future weeks.
Week 8 Mar. 10	True confessions about teaching the core curriculum: Values and ethics, social justice, human behavior and the social environment (HBSE), practice (direct and indirect), social welfare policy and services (SWPS), research, field practicum: <i>Faculty panel</i> <b>Book reviews (2)</b>	McKeachie & Svinicki, Chapter 21, The Teacher's Role in Experiential Learning
Week 9 Mar. 17	Spring Break	Relax
Week 10 Mar. 24	Work on mentorships, ASPECTS, and/or class observations <b>Option B: Draft outline of continuing education program due</b>	You may wish to read ahead to week 11.
Week 11 Mar. 31	How faculty assess student learning and performance: Test construction and measurement; conceptualizing and grading written assignments and group projects How students evaluate faculty <b>Microteaching presentations (2)</b> <b>Option A: Drafts of syllabus, EPAS statement, and annotated bibliography due</b>	Lewis & Sweet, IX, Assessing Student Learning McKeachie & Svinicki, Chapter 7, Assessing, Testing, and Evaluating: Grading Is Not the Most Important Function; Chapter 8, Testing: The Details; Chapter 9, Tests from the Students' Perspective; Chapter 11, The ABC's of Assigning Grades; Chapter 15, How to Enhance Learning by Using High-Stakes and Low-Stakes Writing Thompson, B. (2002, June 21). If I quiz them, they will come. <i>Chronicle of Higher Education</i> . Available at UT Libraries Website.

<p>Week 12 Apr. 7</p>	<p>Ethics of faculty life Academic freedom and responsibility Being a teacher while being a scholar and providing service Addressing student and faculty diversity: <i>Dr. Darlene Grant</i> <b>Microteaching presentations (2)</b> <b>Option A: Draft of class assignment handout and/or sample quiz or exam due</b> <b>Option B: Draft of 4 sessions of continuing education program and assessment tools due</b></p>	<p>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). Perceptions of faculty behavior by students of color. Available at <a href="http://www.crlt.umich.edu/publinks/CRLT_no7.pdf">http://www.crlt.umich.edu/publinks/CRLT_no7.pdf</a> Berger, D. (2003). Forum on Science and Technology. And Now For Something Completely Different. <i>Phi Kappa Phi Forum</i>, 83(1), 8-9. Available at UT Libraries Website. McKeachie &amp; Svinicki, Chapters 13, Teaching Culturally Diverse Students; Chapter 25, The Ethics of Teaching and the Teaching of Ethics 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>Week 13 Apr. 14</p>	<p>Technology in social work education <b>Microteaching presentations (2)</b> <b>Draft of teaching philosophy due</b> <b>Option A,1.b. Draft of teaching observation paper due</b></p>	<p>Lewis &amp; Sweet, Chapter XIII, Using Instructional Technology McKeachie &amp; Svinciki, Chapters 18, Technology and Teaching; Chapter 22, Teaching By Distance Education</p>
<p>Week 14 Apr. 21</p>	<p>Teaching social work in different types of colleges/universities (small, medium, and large; public, private, and sectarian; levels of research intensity): <i>Drs. Catherine Hawkins (Texas State University) &amp; Stacey Borasky (St. Edward's University) 1:00</i> <b>Microteaching presentations (2)</b> <b>Option A, 1.a. Draft of mentorship paper due</b></p>	<p>You may wish to read ahead to week 16.</p>
<p>Week 15 Apr. 28</p>	<p>Complete mentorships, ASPECTS, and/or class observations</p>	<p>You may wish to read ahead to week 16.</p>

Week 16 May 5	This is your life as a college university teacher: reflections on the course Future of social work education: <i>Dean Barbara White</i> Celebrating teaching Course Instructor Evaluation	Jacobson, J. (2002, July 18). Rookies in the classroom. <i>Chronicle of Higher Education</i> . Available at <a href="http://chronicle.com/jobs/news/2002/07/2002071801c.htm">http://chronicle.com/jobs/news/2002/07/2002071801c.htm</a> McKeachie & Svinicki, Chapter 26, Vitality and Growth Throughout Your Teaching Career Michael, R. (2002, July 12). Dreams failed and fulfilled. <i>Chronicle of Higher Education</i> , p. B5. 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 at UT Library Website.
May 12	<b>All final work due</b>	

## 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

### Books (brief list)

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*  
*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*

### **Journals on Higher Education in Social Work**

*Journal of Social Work Education*

*Journal of Teaching in Social Work*

### **Other Resources**

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

## Appendix A

### Teaching Mentorship for SW 398T: Pedagogy in Social Work

#### Spring 2009

Contingent on availability, 398T students will have an opportunity to participate in a teaching mentorship to help them prepare for a career in college/university teaching. Unlike a Teaching Assistantship in which a student is paid to assist a faculty member with tasks determined by the faculty member, the apprenticeship is entirely a learning experience based on the student's needs and interests. As adult learners, students who do the mentorship are expected to devote sufficient hours to meet their own learning objectives for the mentorship. Students should plan on being present for at least 25% of the class meeting time (at least 10-12 hours) and should also meet with their faculty 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. **Please provide a copy of this appendix to potential mentors.**

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 preferably be an undergraduate foundation course in one of the basic content areas of social work education (social justice, values and ethics, social work practice, human behavior and the social environment [includes required courses on diversity], social welfare policy and services, social work research, field education). The mentor should be a full-time, experienced faculty member. Instructors should carefully consider whether they are able to 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 style and approach to teaching the course selected.
2. If the match with the instructor is made early enough, you may be able to assist with construction or modification of the course syllabus. If not, 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 398T 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 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 you would like to emulate in your own teaching.

4. Participate in preparing a student assignment or discuss the rationale and content of an assignment and the way it will be graded with the instructor. (In most cases the instructor will have developed the students' assignments before the mentorship is arranged.)
5. If the instructor uses tests as part of course assessment procedures, participate in constructing a test or discuss the rationale and content of a test the instructor has prepared for the course and the way it will be graded.
6. With the students' permission, review several of their tests, papers, or other assignments, and think carefully about the grade you would assign and how you would provide comments/feedback to the students. Discuss the grade and your comments/feedback with the course instructor. The instructor may wish to incorporate your comments in those provided to the students. In all cases, the course instructor should be the one to assign grades.
7. Assist in facilitating a class discussion, exercise, or other activity, and, if possible, help plan or construct the activity. Discuss the goals and objectives of the activity with the course instructor, and debrief with her or him following the activity.
8. Identify additional readings, Web resources, videos, and other teaching and learning opportunities (e.g., lectures offered on campus) of relevance to the course.
9. 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.

**Appendix B: Attendance Sheet****Name** \_\_\_\_\_

The definition of attended a class session is that you were there for the entire session (neither arrived more than 10 minutes late nor left more than 10 minutes early). Unless you are ill or have an (unforeseen) emergency, the first absence results in 5 points subtracted from your final grade and the second in 10 points subtracted from the final grade. Regardless of the reason for absence, three or more absences will result in an F for the course or the need to withdraw from the course, depending on circumstances and UT Austin policy.

Week	Date	Attended	
		Circle yes or no	
1	Jan. 20	Yes	No
2	Jan. 27	Yes	No
3	Feb. 3	Yes	No
5	Feb. 17	Yes	No
6	Feb. 24	Yes	No
8	Mar. 10	Yes	No
11	Mar. 31	Yes	No
12	Apr. 7	Yes	No
13	Apr. 14	Yes	No
14	Apr. 21	Yes	No
16	May 5	Yes	No

The above is a true reporting of my class attendance.

---

 Signature

---

 Date