

**The University of Texas at Austin
School of Social Work
PEDAGOGY IN SOCIAL WORK**

Course Number:	398T	Instructor:	Diana DiNitto
Semester:	Fall 2014	Contact Information:	SSW 3.130B ddinitto@mail.utexas.edu 512-471-9227
Meeting Place:	SSW 2.140	Unique Number:	63610
Meeting Times:	TH 9:00–12:00	Office Hours:	W 1:30–2:30, 5:15-6:00; TH 12:00-1:00; & by appt.

I. 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. 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

Given the emphases on pedagogy and learning how to teach and learn in this course, the class will engage in a variety of teaching methods including lecture, discussion, exercises, guest speakers, student presentations, and practice teaching.

IV. Required Readings

Svinicki, M., & McKeachie, W. J. (2014). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers* (14th ed.). Belmont, CA: Cengage.

Other readings and their availability are indicated in the section IV of this syllabus (Course Schedule).

V. Course Assignments and Student Evaluation

Do each assignment described below. **All final work is due December 4.** If the assignments below do not meet your learning needs, please see the instructor to discuss possible alternatives.

A. Teaching Experiences

1. **Microteaching in class:** Each student will select a core social work topic (e.g., an ethical principle of social work practice; the concept of social insurance and social insurance programs; how to develop a research hypothesis; a theory of human development or a theory or method of direct practice, social administration, community organization, or policy practice) from a fishbowl and make a 40-minute in class presentation on the topic that demonstrates knowledge of learning theory and one or more teaching methods/techniques. These presentations will be made on weeks 6, 7, 8, and 10 of the course. **This teaching experience assignment is worth 20% of the final course grade.**

2. **Classroom Teaching:** In consultation with the pedagogy course instructor, identify an undergraduate social work course or courses in which you will be able to teach **two** (or more) class sessions of approximately 50 minutes (or more) each (see the UTSSW's BSW course schedule or that of another social work program for possibilities). Preferably the course will be one being taught by an experienced instructor. If an appropriate undergraduate course cannot be identified, a graduate course(s) may be used. If you are a teaching assistant (TA), you may use that class if you can meet the assignment requirements by doing so. Each teaching experience should be carefully constructed and should allow you to utilize at least two different methods of delivering course content. One session you teach should include at least a brief lecture-type presentation, preferably one that covers a core concept or aspect of social work education. Sessions may also include a guided class discussion, demonstration of a practice technique, a collaborative learning group, or an on-line class session. Try to arrange your teaching so that you teach no sooner than mid-October to give you sufficient time to learn more about teaching and to fully prepare for the teaching experience. **These teaching experiences are worth 50% of the final course grade.**

After discussing with the instructor(s) of the course(s) you have selected what the topics of these two (or more) sessions will be, do the following:

- a. Submit a brief description (approximately 100 words) of each session to the pedagogy course instructor **by September 25.**
- b. For each session do the following:
 - i. Develop a detailed lesson plan and outline of the content of approximately 2 pages; include the list of books, articles, and/or other materials you will use as a basis for the class session.
 - ii. Identify the learning objectives to be achieved during the class and the CSWE Educational Policy and Accreditation Standards (EPAS) competencies and behaviors you will address, including examples of these from your class session (EPAS will be discussed during week 2 of the class).
 - iii. Identify the levels of Bloom's taxonomy you will address and provide examples from your class session (Bloom's taxonomy will be discussed during week 4 of class).
 - iv. Develop other materials such as a PowerPoint presentation, handout, and/or discussion guide, depending on the class session.
 - v. **No later than one week before you teach the class session, submit your outline and materials to the instructor of the course in which you are teaching and to the pedagogy course instructor for review and critique.** After you teach each class session, make notes about anything you would modify if you taught the session again, and include those notes when you turn in your final work no later than **December 4.**
 - vi. **Utilize a different method to assess each session you teach**, such as a quiz to test students' knowledge of the material, a "one-minute paper" that students write describing what they learned, or provide students a **short** Likert scale form they can use to evaluate the session with questions such as: How would you rate the presenter's teaching style? How clear was the

material? You can also utilize open-ended questions such as: What was the most important thing you learned from the class? How could the presenter improve the session? You can utilize an existing assessment form, modify an existing form, or devise the form yourself. **At least one of these assessment methods should provide students an opportunity to give direct feedback on your teaching. Turn in each assessment with its results when you submit your final coursework.** Also obtain written and/or verbal feedback from the instructor(s) of the course(s) in which you teach.

- vii. Record at least part of each of the two class sessions you teach but **do not include students in the video.** An easy to operate camera is available for your use from the pedagogy course instructor. In addition to reviewing and critiquing the recordings yourself, select approximately 10 to 15 minutes of one of the recordings or several minutes from each of the two recordings for the pedagogy class to review. Since class time is tightly scheduled, make sure you know how to use the camera **before** you record yourself and be sure you know how to play back your recording(s) in our classroom **prior** to the day you will showing your recording in class. **The videos will be shown during weeks 12, 14 and 15 of the course.**
- ix. At the end of the semester, include with your final work a single-spaced paper of approximately two pages describing your teaching experiences, what you learned from them, how you would improve your teaching, and other comments you wish to include.

As part of your pedagogy course experience, you are also encouraged to observe other sessions of the course in which you will be making presentations and/or to work with the course instructor in other ways, such as developing tests, grading papers, and discussing issues that arise in the class during the semester. If you engage in additional work (e.g., developing test questions), you may wish to include it when you turn in your work at the end of the semester, or you can describe your additional activities in the 2-page paper you submit (see point vii. above). You may also wish to place all the teaching materials you developed during the semester, including your recordings, in a portfolio for use as you seek teaching positions.

B. Book Review

Read a book on teaching in higher education (such as one on a philosophy of teaching in higher education or current issues in teaching in colleges and universities), and write a review of one single-spaced page. Include a brief (about one-third to one-half page) description of the content, and devote the other one-half or two-thirds of the review to your critical commentary. See the bibliography at the end of this syllabus for book suggestions or choose another book. Check your selection with the instructor for approval and 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 your review to class members at least 24-hours in advance of class. **Your book review is due on the day you present it (week 4 or 5 of the course). The instructor will read, critique, and grade it. If you wish, revise and resubmit it, and the instructor will grade it again. If you revise your book review, also turn in the original review with the instructor’s comments. Include the book review when you submit all your final work no later than December 4. The book review is worth 10% of the final course grade.**

C. Teaching Philosophy Statement

Write a statement of your philosophy of teaching social work in higher education (approximately 1- to 2-single-spaced pages). Since you may not have had extensive prior higher education teaching experience, you can think of this as a description of the way you expect to approach teaching. Examples of teaching philosophies will be made available to you (e.g., see the Center for Teaching and Learning Webpage on teaching philosophy: http://ctl.utexas.edu/teaching/peer_review/teaching_philosophy). **A draft of your teaching philosophy statement is due on November 13. The instructor will review and comment on it. You may revise it if you wish. The teaching philosophy assignment is worth 10% of the final grade. Include it with the rest of your final work on December 4 whether or not you revise it.**

D. Readings of Your Choice

For weeks 4, 5, 7, 8, and 12 of the class, select an empirical or conceptual article from the scholarly literature on one of the topics for the week and write a one-page double-spaced comparing and contrasting the article with the assigned reading for the week. You will receive a check plus (✓+), check (✓), or check minus (✓-). To receive credit for the assignment you must receive a check or check plus. You may resubmit the assignment if the original grade is check minus. **Each of these five assignments is worth 2% of the final grade for a total of 10%.**

Criteria for Evaluating Assignments. Assignments will be evaluated on the following grading criteria as appropriate to the specific assignment:

1. Have all instructions for the assignment been followed?
2. Is the assignment complete and thorough, clearly presented, and logically organized?
3. Does the work reflect a solid understanding of the profession of social work and social work education?
4. Is the work theoretically grounded, and does it reflect a clear understanding of adult learning theory and practice?
5. Is there evidence of originality and creative thinking?
6. Is written work clearly presented and carefully proofread, i.e, free from spelling, punctuation, and grammatical errors, and where applicable, is American Psychological Association (APA) format used, including non-biased language, and are references cited correctly?

Grades for each assignment and the final course grade will be assigned as follows:

100–94.0=A Work is exceptional on all criteria	76.999–74.0=C
93.999–90.0=A-	73.999–70=C-
89.999–87.0=B+ Work is good/very good on all criteria	69.999–67=D+ Work is inadequate on some criteria
86.999–84.0=B	66.999–64=D
83.999–80.0=B-	63.999–60=D-
79.999–77.0=C+ Work is adequate on all criteria	59.999 & below=F Work is inadequate on most/all criteria

VI. University and School of Social Work Policies

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin 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.

PROFESSIONAL CONDUCT IN CLASS. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

CLASSROOM CIVILITY. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course

readings, videos, conversations, and assignments. If so, students are encouraged to inform the instructor. The instructor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students can contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at www.utexas.edu/student/cmhc/.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g., Facebook, Twitter, etc.) and other forms of electronic communication (e.g., blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material that could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image. Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including **any** information that might lead to the identification of a client or compromise client confidentiality in **any** way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as the University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON SCHOLASTIC DISHONESTY. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://deanofstudents.utexas.edu/sjs/>).

USE OF CLASS MATERIALS. The materials used in this class, including, but not limited to, exams, quizzes, and homework assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the 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 discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an

examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

SAFETY. As part of professional social work education, students 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 notify the professor regarding any safety concerns.

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 about another individual’s behavior. 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 visit <http://www.utexas.edu/safety/bcal>.

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 you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

A link to information on emergency evacuation routes and emergency procedures is www.utexas.edu/emergency.

VIII. Course Policies

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. 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 other classes, organizations, and other entities on course assignments.

Course modifications: Should any modifications or changes need to be made to the course (e.g., calendar, 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.

Attendance: Arriving late and/or leaving early are considered an absence. **Five points** will be deducted from the final course grade for the first class absence not due to illness, an (unforeseen) emergency, or observance of a religious holy day, and an additional **ten points** will be deducted for the second such absence (attending weddings and family reunions or work conflicts are generally not cause for an excused absence; please plan in advance so that you can attend class). Generally, missing two or more classes will result in an F for the course

or the need to withdraw from the course regardless of circumstances. **Appendix A contains the self-report attendance sheet that each student will submit with her or his final course assignments at the end of the semester.**

Submitting assignments:

- All papers should be word-processed (typewritten) and usually in 12-point font, single- or double-spaced depending on the assignment, and with reasonable margins, or presented in another format appropriate to the assignment (e.g., a PowerPoint presentation).
- Assignment due dates are noted in the course calendar. 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 unless **prior** arrangements have been made with the instructor. Except in the case of illness or (unforeseen) emergency, **an additional five points** will be deducted for each day an assignment is late (weekend days included).
- The current *Publication Manual of the American Psychological Association* (APA) is the style manual to be used unless another referencing style is more appropriate for the assignment.
- Appropriate referencing of citations (authors, titles, page numbers, etc.) 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) must 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 (also see the next item on this list and the UT policy on scholastic dishonesty at <http://deanofstudents.utexas.edu/sjs/>).** **If you do not know how to cite appropriately, please learn before you submit any assignments.**

Scholastic Dishonesty: Scholastic dishonesty may result in a report to the Ph.D. Program Director, the Dean of the School of Social Work, the Dean of the Graduate School, and/or Student Judicial Services. Students may receive an “F” for the course and other sanctions in accordance with university policies, including dismissal from UT Austin.

IX. Course Evaluation

In addition to the official Course Instructor Survey that all students will be asked to complete at the end of the term, the instructor will request feedback from students at various points during the term. Students’ input is also welcome at other times during the term to improve the course.

IX. Course Calendar

Date	Content and Assignments	Readings
Week 1 Aug. 28	Student and instructor introductions Course overview (why teach the course this way?) Exercise: What makes a good teacher and what makes a good student? What to do on the first class day	Syllabus (please bring a hard or electronic copy to class) Svinicki & McKeachie, Preface; Chapter 1, Introduction; Chapter 3, Meeting a Class for the First Time

<p>Week 2 Sept. 4</p>	<p>Accreditation: What's It All About? Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) and CSWE accreditation process: <i>Dr. Rowena Fong 9:00-10:00</i> Philosophy of education and learning theory Inspiration for teaching: <i>Dr. Bob Duke 10:00-11:00</i> Philosophy of education and learning theory Preparation for microteaching Select books for review Prepare for discussion using Canvas for next week</p>	<p>Council on Social Work Education: 2008 Educational Policy and Accreditation Standards (EPAS) available at http://www.cswe.org/Accreditation/2008EPASDescription.aspx 2001 EPAS available at http://www.cswe.org/Accreditation/Candidacy/Candidacy-2001EPAS.aspx Draft of 2015 EPAS available at: http://www.cswe.org/File.aspx?id=69943 and comments on Draft 1 available at http://www.cswe.org/File.aspx?id=72128 Microteaching handout, to be provided Svinicki & McKeachie, Chapter 11, Motivation in the College Classroom Tesh, M. Evidence-based practice for social work teaching, available at http://www.youtube.com/watch?v=n0iil8HrxpE Peruse UTSSW self-study (reaccreditation) materials at www.utexas.edu/ssw/deansoffice/policies/protect/self-study Peruse Websites of: Chronicle of Higher Education (available at UT Libraries Website) National Teaching and Learning Forum (available at UT Libraries Website) UT Austin Center for Teaching and Learning: http://ctl.utexas.edu including Becoming a College Teacher, section on Classroom Climate: http://www.ctl.utexas.edu/becoming/</p>
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<p>Week 3 Sept. 11</p>	<p>Philosophy of education and learning theory (cont.) <i>Dr. Karron Lewis on Student learning styles: (10:15-11:45)</i> Teaching students with disabilities Exercise on EPAS competencies and practice behaviors and learning styles Discussion of the Karger and Stoesz reading for this week will be via Canvas and in class</p>	<p>Svinicki & McKeachie, Chapter 18, Teaching Large Classes (You Can Still Get Active Learning); Chapter 20, Teaching Students How to Become More Strategic and Self-Regulated Learners; Chapter 21, Teaching Thinking 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</i>, 39(2), 279-295. Available at UT Libraries Website OR Stoesz, D., Karger, H. J., & Carrilio, T. (2010). <i>A dream deferred: How social work education lost its way and what can be done</i>. New Brunswick, NJ: Aldine Transactions. Begin reading your book for review Browse Websites of: Association of Baccalaureate Social Work Program Directors (BPD) http://www.bpdonline.org/ Council on Social Work Education (CSWE) http://www.cswe.org/ Group for the Advancement of Doctoral Education in Social Work (GADE) http://www.gadephd.org/ International Association of Schools of Social Work (IASSW) http://www.iassw-aiets.org/ National Association of Deans and Directors of Schools of Social Work (NADD) http://www.naddssw.org Society for Social Work and Research http://www.sswr.org/</p>
<p>Week 4 Sept. 18</p>	<p>Bloom's taxonomy revised Exercise: Applying Bloom's revised taxonomy Course planning: Developing syllabi and assignments Book reviews (4)</p>	<p>Svinicki & McKeachie, Chapter 2, Countdown for Course Preparation Forehand, M. (2005). Bloom's taxonomy: Original and revised. In M. Orey (Ed.). <i>Emerging perspective on learning, teaching, and technology</i>. Available at http://projects.coe.uga.edu/epltt/index.php?title=Bloom%27s_Taxonomy Read the 3 articles on Bloom's Taxonomy in Hoffman, B. (Ed.). <i>Encyclopedia of educational technology</i>. Available at http://www.etc.edu.cn/eet/eet/ (click on Table of Contents at the left and look under the Bs). Article of your choice</p>

<p>Week 5 Sept. 25</p>	<p>Effective teaching skills: Strengthening critical thinking and problem-solving abilities, Is lecturing a “no-no”?, Case studies, Collaborative learning Video on lecturing Book reviews (3) Submit descriptions of sessions you will be teaching in other faculty members’ classes. (Don’t forget to submit teaching materials at least one week before each session you will be teaching.)</p>	<p>Svinicki & McKeachie, Chapter 4, Reading As Active Learning; Chapter 6, How to Make Lectures More Effective; Chapter 14, Active Learning: Group-Based Learning; Chapter 15, Experiential Learning: Case-Based, Problem-Based, and Reality-Based UT Austin Center for Teaching and Learning, Becoming a College Teacher, section on Lecture: http://www.ctl.utexas.edu/becoming/ Article of your choice</p>
<p>Week 6 Oct. 2</p>	<p>Creativity in the classroom and effective teaching skills (cont.): Leading discussions and flipping the classroom Role-playing, OSCEs and labs, Teaching with technology, etc. In-class teaching presentations (2)</p>	<p>Svinicki & McKeachie, Chapter 5, Facilitating Discussion; Chapter 17, Technology and Teaching; Chapter 19, Laboratory Instruction: Ensuring an Active Learning Experience UT Austin Center for Teaching and Learning, Becoming a College Teacher, sections on Discussion and Technology: http://www.ctl.utexas.edu/becoming/</p>
<p>Week 7 Oct. 9</p>	<p>True confessions about teaching in different areas of the social work 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> In-class teaching presentations (1)</p>	<p>Social work education entries. (2008). In T. Mizrahi & L. E. Davis (Eds.), <i>Encyclopedia of social work</i> (20th ed., Vol. 4, pp. 107-137). Washington, DC: NASW Press & Oxford University Press. Available in LRC or on-line. Article of your choice from the <i>Journal of Social Work Education</i> on teaching in your major area of interest</p>
<p>Week 8 Oct. 16</p>	<p>Class management: How important is decorum in the classroom? Some of the details: Attendance, use of electronic platforms, etc. Academic dishonesty Gatekeeping in social work education (student behavior and readiness in classroom and field) <i>Clinical Professor Jane Kretzschmar 10:45</i> In-class teaching presentations (2)</p>	<p>Collins, M. E., & Amodeo, M. (2005). Responding to plagiarism in schools of social work: Considerations and recommendations. <i>Journal of Social Work Education, 41</i>(3), 527-543. Available at UT Libraries Website. Jacobson, J. (2002, July 18). Rookies in the classroom. <i>Chronicle of Higher Education</i>. Available at http://chronicle.com/article/Rookies-in-the-Classroom/46155 Svinicki & McKeachie, Chapter 13, Different Students, Different Challenges Urwin, C. A., Van Soest, D., & Kretzschmar, J. A. (2006). Key principles for developing gatekeeping standards for working with students with problems. <i>Journal of Teaching in Social Work 26</i>(1/2), 163-180. Available at UT Libraries Website. Article of your choice</p>
<p>Week 9 Oct. 23</p>	<p>This week is devoted to individual meetings and preparation for classroom teaching experiences.</p>	

<p>Week 10 Oct. 30</p>	<p>How faculty assess student learning and performance: Test construction and measurement; conceptualizing and grading written assignments and group projects How students evaluate faculty (periodic feedback, end-of-term evaluations) In-class teaching presentations (2)</p>	<p>Svinicki & McKeachie, Chapter 7, Assessing, Testing, and Evaluating: Grading Is Not the Most Important Function; Chapter 8, Testing: The Details; Chapter 9, Good Designs for Written Feedback for Students; Chapter 10, Assigning Grades: What Do They Mean?, Chapter 16, Using High-Stakes and Low-Stakes Writing to Enhance Learning Thompson, B. (2002, June 21). If I quiz them, they will come. <i>Chronicle of Higher Education</i>. Available at UT Libraries Website. UT Austin Center for Teaching and Learning, Becoming a College Teacher, section on Assessment: http://www.ctl.utexas.edu/becoming/</p>
<p>Week 11 Nov. 6</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 Teaching social work in different types of colleges/universities (size; auspices; research intensity) OR Teaching online</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. 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. Also available at http://www.bluffton.edu/~bergerd/essays/different.html Chesler, M.A. (1997). Perceptions of faculty behavior by students of color. Available at http://www.crlt.umich.edu/sites/default/files/resource_files/CRLT_no7.pdf (if document is not readable, try another Web browser). Martin, J. I. (1996). 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 Svinicki & McKeachie, Chapter 12, Teaching Culturally Diverse Students; Chapter 22, The Ethics of Teaching</p>
<p>Week 12 Nov. 13</p>	<p>Discussion of teaching philosophy statements Draft of teaching philosophy statement due Video teaching presentations (3)</p>	<p>Center for Teaching and Learning, Teaching philosophy (http://ctl.utexas.edu/teaching/peer_review/teaching_philosophy) Article of your choice</p>
<p>Week 13 Nov. 20</p>	<p>Enjoy the Thanksgiving holiday</p>	
<p>Week 14 Nov. 27</p>	<p>Video teaching presentations (3)</p>	
<p>Week 15 Dec. 4</p>	<p>Video teaching presentations (1) This is your life as a college university teacher: Reflections on the course Future of social work education Celebrating teaching Course Instructor Evaluation All final work due</p>	<p>Michael, R. (2002, July 12). Dreams failed and fulfilled. <i>Chronicle of Higher Education</i>, p. B5. Available at UT Libraries Website. Svinicki & McKeachie, Chapter 23, Vitality and Growth Throughout Your Teaching Career 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.</p>

X. Bibliography

Books (brief list)

- Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). *How learning works: Seven research-based principles for smart teaching*. San Francisco: Jossey-Bass.
- Anastas, J. W. (2010). *Teaching in social work: An Educators' guide to theory and practice*. New York: Columbia University Press.
- 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.
- Bain, K. (2012). *What the best college teachers do*. Cambridge, MA: Harvard University Press.
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- Boice, R. (2000). *Advice for new faculty members: Nihil Nimus*. Boston: Allyn & Bacon.
- Brookfield, S. D. (1995). *Becoming a critically reflective teacher*. San Francisco: Jossey-Bass.
- Cranton, P. (2001). *Becoming an authentic teacher in higher education*. Malabar, FL: Krieger Publishing.
- Duke, R. (2004). *Intelligent college teaching: Essays on the core principles of effective instruction*. Austin: University of Texas at Austin.
- Eble, K. (1997). *The craft of teaching: A guide to mastering the professor's art* (2nd ed.). San Francisco: Jossey-Bass.
- Finkel, D. L. (2000). *Teaching with your mouth shut*. Portsmouth, NH: Boynton/Cook.
- Galbraith, M. W. (2008). *College teaching: Developing perspective through dialogue*. Malabar, FL: Krieger Publishing.
- Hersh, R., & Merrow, J. (2005). *Declining by degrees: Higher education at risk*. New York: Palgrave MacMillan.
- Kimball, R. (1998). *Tenured radicals: How politics has corrupted our higher education*. Chicago: Elephant Paperbacks.
- Kramer, G. L., & associates. (2007). *Fostering student success in the campus community*. San Francisco: Jossey-Bass.
- 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.
- Parini, J. (2005). *The art of teaching*. New York: Oxford University Press.

Journals, Newspapers, Newsletters, and Other Resources on Higher Education (Selected, General)

<i>Academe: Magazine of the AAUP</i>	<i>Journal of Creative Behavior</i>
<i>Academy of Educational Leadership Journal</i>	<i>Journal of Educational Research</i>
<i>AAHE Bulletin (American Association for Higher Education)</i>	<i>Journal of Excellence in College Teaching</i>
<i>Adult Education Quarterly</i>	<i>Journal of Further and Higher Education</i>
<i>ASHE (Association for the Study of Higher Education) Higher Education Report series</i>	<i>Journal of General Education</i>
<i>Change: The Magazine of Higher Learning</i>	<i>Journal of Higher Education</i>
<i>Chronicle of Higher Education, The</i>	<i>Journal of Negro Education</i>
<i>College Teaching</i>	<i>Journal of Women in Educational Leadership</i>
<i>Community College Journal of Research and Practice</i>	<i>Journal on Excellence in College Teaching</i>
<i>Community College Enterprise</i>	<i>Mentor, The</i>
<i>Community College Review</i>	<i>NACADA Journal (Journal of the National Academic Advising Association)</i>
<i>Community College Week</i>	<i>New Directions for Community Colleges</i>
<i>Educational Leadership</i>	<i>New Directions for Teaching and Learning</i>
<i>Educational Research</i>	<i>National Teaching & Learning Forum</i>
<i>Educational Research Review</i>	<i>Phi Delta Kappan</i>
<i>Educational Resources Information Center (ERIC)</i>	<i>Phi Kappa Phi Forum</i>
<i>Educational Technology Research and Development</i>	<i>Research in Higher Education</i>
<i>Higher Education Abstracts</i>	<i>Review of Educational Research</i>
<i>Higher Education Resource Hub</i>	<i>Review of Higher Education</i>
<i>Higher Education Studies</i>	<i>Review of Research in Education</i>
<i>Innovative Higher Education</i>	<i>Studies in Higher Education</i>
<i>Journal of Classroom Interaction</i>	<i>Teachers College Record</i>
<i>Journal of College Student Development</i>	<i>Teaching in Higher Education</i>
	<i>Teaching Professor, The</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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**Appendix A
Attendance Sheet**

Name _____

The definition of attended a class session is that you were there for the entire session. 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, two or more absences will generally result in a grade of 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		If you have an excused absence, you may state the reason here to remind the instructor if you wish.
1	Aug. 28	Yes	No	
2	Sept. 4	Yes	No	
3	Sept. 11	Yes	No	
4	Sept. 18	Yes	No	
5	Sept. 25	Yes	No	
6	Oct. 2	Yes	No	
7	Oct. 9	Yes	No	
8	Oct. 16	Yes	No	
9	Oct. 23	Individual work		
10	Oct. 30	Yes	No	
11	Nov. 6	Yes	No	
12	Nov. 13	Yes	No	
13	Nov. 20	Holiday		
14	Nov. 27	Yes	No	
15	Dec. 4	Yes	No	

The above is a true reporting of my class attendance.

Signature

Date