



SW398T Pedagogy in Social Work | Fall 2017

- Instructor: Diana DiNitto
- Course Unique Number: 61775
- Meeting Time: Thursday 2:30PM - 5:30PM
- Meeting Place: Room 2.140



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I. Course Description

This is a required course for all doctoral students 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. 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.

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III. Teaching Methods

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

IV. Required Readings

Adams, M., Bell, L. A., Goodman, D. J., & Joshi, K. Y. (2016). *Teaching for diversity and social justice* (3rd ed.). New York: Routledge. (We will focus on Part I: Theoretical Foundations and Principles of Practice.)

Stone, D., Patton, B., & Heen, S. (2010). *Difficult conversations: How to discuss what matters most*. New York: Penguin Books.

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 section IX of this syllabus (Course Calendar).

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V. Course Assignments and Student Evaluation

Do each assignment described below. **All final work is due on December 7.** If other assignments might better meet your learning needs, see the instructor to discuss possible alternatives.

A. Teaching Experiences

1. **Microteaching in class (worth 20% of the final course grade):** 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, management or administration, community organization, or policy practice) from a fishbowl and conduct a 30- to 40-minute in class session on the topic that demonstrates knowledge of learning theory and one or more teaching methods/techniques. **These presentations will be made on weeks 6, 8, and 10 of the course.**

2. **Classroom Teaching (worth 50% of the final course grade):** In consultation with the pedagogy course instructor, identify a foundation undergraduate social work course/s taught by an experienced instructor/s 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 nearby accredited social work education program for possibilities). If an appropriate foundation undergraduate course cannot be identified, another undergraduate course/s or a graduate course/s may be used. If you are a teaching assistant (TA) for a foundation course, 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 teaching/learning methods to provide 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 other method/s. The sessions may be taught in a traditional classroom or online. 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. **After discussing the topics you will cover with the instructor/s of the course/s you have chosen, do the following:**
 - a. Submit a brief description (approximately 100 words) for each session to the pedagogy course instructor **by Oct. 5.**
 - b. For each session you will teach, develop a detailed lesson plan and outline of the content of approximately 2 pages that includes:
 - Learning objectives to be achieved during the class. **At least one objective for at least one class session should focus on diversity, inclusion, and/or social justice.**
 - CSWE Educational Policy and Accreditation Standards (EPAS) competencies and behaviors to be addressed, including examples from your class session (we will discuss EPAS in week 3 of our class).
 - Levels of Bloom's taxonomy to be addressed, including examples from your class session (we will discuss Bloom's taxonomy in week 2).
 - Materials developed for the session (e.g., PowerPoint presentation, handout, discussion guide/questions, case study).
 - Books, articles, and/or other materials used as a basis for the class session.
 - Method/s you will use to evaluate each class session. **Utilize a different method to assess each class you teach** (e.g., a quiz to test students' knowledge of the material, a "one-minute paper" that students write describing what they learned, a **short** Likert scale form students can use to evaluate the session [e.g., 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 may utilize an existing assessment form, modify an existing form, or devise the form yourself. **At least one of these assessment methods should provide students and the instructor/s in whose course you are**

- teaching an opportunity to give direct feedback on your teaching. Be sure to have the students and the course instructor/s evaluate the objective you developed on diversity, inclusion, and/or social justice.
- c. **No later than one week before you teach the class session, submit your lesson plan/outline and materials to the pedagogy course instructor for review and critique. The instructor/s in whose course/s you will be teaching may need more time to review the materials. Be sure to decide on a date for submitting these materials to them for review before your teaching session.**
 - d. After teaching each class session, make notes about your experience, including anything you would modify if you taught the session again.
 - e. Record at least part of one or both class sessions you teach, but **do not include students in the video (we will discuss taping procedures further in class)**. An easy to operate camera is available for your use from the pedagogy course instructor. In addition to reviewing and critiquing the recording/s yourself, select approximately 10 to 15 minutes of one recording or several minutes from each recording you made for the pedagogy class to review. Since class time is limited, 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) before you show your recording(s) in our class. **The videos will be shown during weeks 12, 14, and 15 of our course.**
 - f. During our last class period, turn in all your work (including the assessments of your teaching sessions) and **include a single-spaced paper of approximately two pages describing your teaching experiences, what you learned from them, how you would improve your teaching, and any other comments you wish to include.**

As part of your pedagogy course experience, you are also encouraged to observe other sessions of the course/s in which you will be presetting 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 do 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 f. above). You may also wish to place the teaching materials you developed during the semester in a portfolio for use as you seek teaching positions.

B. Book Review (worth 10% of final grade)

Read a book on teaching in higher education (such as one on a philosophy of or approaches to teaching or on issues in teaching), 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 on how well the author/s meet objectives and the book's usefulness. Consider commenting on the extent to which the book addresses diversity, inclusion, and social justice in teaching. 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 to avoid duplicate selections by class members. 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 email 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 3 or 4 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 course work.**

C. Readings of Your Choice (worth 10% of the final grade)

Read four scholarly articles of your choice about **teaching in your area of interest** (for example, articles about concepts that should be addressed, assignments that may enhance learning, studies evaluating teaching techniques). Write a one page, single-spaced summary describing what you learned about teaching in your area of interest from these articles and include any critique you wish, such as whether the readings address diversity, inclusion, and social justice; provide information that

would be challenging or enhance learning for undergraduate or undergraduate students; would motivate you to consider utilizing the information. **The assignment is due on October 12.**

D. Teaching Philosophy Statement (worth 10% of the final grade)

Write a statement of your philosophy of teaching social work in higher education (approximately 1- to 2-single-spaced pages). If you have not 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. Also see the UT Faculty Innovation Center's webpage on teaching philosophy statements: <https://facultyinnovate.utexas.edu/teaching-statement>. Consider including information on how you will approach diversity, inclusion, and social justice in your teaching.

A draft of your statement is due on November 16. The instructor will review and comment on it. You may revise it if you wish. Include it with your final work whether or not you revise.

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, logically organized, 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?
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?

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

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| 94 and above=A Work is exceptional on all criteria | 74.0-76.999=C Work is adequate on most criteria |
| 90.0-93.999=A- Work is exceptional on most criteria | 70.0-73.999=C- Work is adequate on some criteria |
| 87.0-89.999=B+ Work is good/very good on all criteria | 67.0-69.999=D+ Work is inadequate on some criteria |
| 84.0-86.999=B Work is good/very good on most criteria | 64.0-66.999=D Work is inadequate on many criteria |
| 80.0-83.999=B- Work is good/very good on some criteria | 60.0-63.999=D- Work is inadequate on most criteria |
| 77.0-79.999=C+ Work is adequate on all criteria | Below 60.0=F Work is inadequate on all criteria |

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VI. University 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 AND CIVILITY IN THE CLASSROOM. 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. 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 also 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. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

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 professor. The professor 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 may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

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 (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. 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 which 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 COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor 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 sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to 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). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

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

TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Deputy for the SSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

CAMPUS CARRY POLICY. The University's policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

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 for keeping the university informed about a change of 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 between 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 in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering 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.

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 instructors, classes, organizations, or 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 email. Students should check their email 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. **Ten 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 holiday, 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 (typed) 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 in hard copy at the start of the class period. Unless **prior** arrangements have been made with the instructor or in the case of illness or (unforeseen) emergency, assignments turned in after the start of class will be considered late for that day. **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 to credit to others will result in a “0” for the assignment 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 how to do so 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.

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IX. Course Calendar

| Date | Content and Assignments | Readings |
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| Week 1 Aug. 31 | <p>Getting started</p> <p>What to do on the first class day</p> <p>Exercise: What makes a good teacher and what makes a good student?</p> <p>Student and instructor introductions</p> <p>Course overview (why teach the course this way?)</p> <p>History of social work education</p> <p>Book review selections</p> | <p>Syllabus (please bring a hard or electronic copy to class)</p> <p>Svinicki & McKeachie, Preface; Chapter 1: Introduction; Chapter 3: Meeting a Class for the First Time</p> <p>Brandzel, A. L. (2017, July 30). Award-winning teachers reflect on their training. <i>The Chronicle of Higher Education</i>. Available at UT Libraries website.</p> <p>Curzan, A. (2017, August 10). When will we talk about the syllabus? From the Lingua Franca blog. <i>The Chronicle of Higher Education</i>. Available at http://www.chronicle.com/blogs/linguafranca/2017/08/10/when-will-we-talk-about-the-syllabus/</p> <p>Social work education entries in Mizrahi, T., & Davis, L. E., (Eds.). (2008). <i>Encyclopedia of social work</i> (20th ed., Vol. 4, pp. 107-137). Washington, DC: NASW Press & Oxford University Press. Available in Learning Resource Center.</p> |
| Week 2 Sept. 7 | <p>Philosophy of education and learning theory</p> <p>Tesh, M. Evidence-based practice for social work teaching. Available at http://www.youtube.com/watch?v=n0lil8HrxpE</p> <p>Bloom's taxonomy revised</p> <p>Course planning</p> <p>Finalize book review selections</p> <p>Inspiration for teaching: Dr. Bob Duke 4:00-5:15</p> | <p>Svinicki & McKeachie, Chapter 2: Countdown for Course Preparation; Chapter 11: Motivation in the College Classroom</p> <p>Forehand, M. (2005). Bloom's taxonomy: Original and revised. In M. Orey (Ed.). <i>Emerging perspectives on learning, teaching, and technology</i>. Available at http://epltt.coe.uga.edu/index.php?title=Bloom's_Taxonomy</p> <p>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).</p> <p>Robbins, S. P., Regan, J. R. C., Williams, J. H., Smyth, N. J., & Bogo, M. (2016). From the Editor—The future of social work education. <i>Journal of Social Work Education</i>, 52(4), 387-397.</p> <p>Peruse Websites of:</p> <ul style="list-style-type: none"> Chronicle of Higher Education (available at UT Libraries Website) National Teaching and Learning Forum (available at UT Libraries Website) UT Austin Faculty Innovation Center, especially sections "An Effective Syllabus" and "Graphic Syllabus" under Instructional Technologies at the Center's homepage: http://facultyinnovate.utexas.edu |

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| <p>Week 3 Sept. 14</p> | <p>Philosophy of education and learning theory (cont.)</p> <p><i>Dr. Karron Lewis student learning styles and instructor teaching styles (2:30-4:00)</i></p> <p>Student and faculty diversity</p> <p>Book reviews (3)</p> <p>Is lecturing a “no no”?</p> <p>Preparing for microteaching</p> | <p>Svinicki & McKeachie, Chapter 12: Teaching Culturally Diverse Students; Chapter 18: Teaching Large Classes (You Can Still Get Active Learning)</p> <p>San Diego State University. (2008, April). Helping faculty teach diverse students and diverse topics effectively: Principles and Guidelines. Available at http://go.sdsu.edu/universitysenate/files/06592-teaching_diverse_students_and_topicsfinal.pdf</p> <p>Caplan, P. J., & Ford, J. C. (2014). The voices of diversity: What students of diverse races/ethnicities and both sexes tell us about their college experiences and their perceptions about their institutions' progress toward diversity. <i>Aporia: The Nursing Journal</i>, 6(3), 30-69. Available at http://www.oa.uottawa.ca/journals/aporia/articles/2014_10/Caplan_Ford.pdf</p> <p>Services for Students with Disabilities: http://diversity.utexas.edu/disability/</p> |
| <p>Week 4 Sept. 21</p> | <p>Philosophy of education and learning theory (cont.)</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 2:30-3:30</i></p> <p>Exercise: Putting Bloom's taxonomy, EPAS, and learning and teaching styles together</p> <p>Book reviews (4)</p> | <p>Svinicki & McKeachie, Chapter 20: Teaching Students How to Become More Strategic and Self-Regulated Learners; Chapter 21: Teaching Thinking</p> <p>Council on Social Work Education: Educational Policy and Accreditation Standards (EPAS): 2015: https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx</p> <p>Robbins, S. P. (2014). From the editor—Accreditation, competency-based education, and EPAS revisions. <i>Journal of Social Work Education</i>, 50, 581-586. Available at UT Libraries Website.</p> <p>Peruse UTSSW self-study (reaccreditation) materials at course Canvas site in Files section.</p> <p>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> |

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| <p>Week 5 Sept. 28</p> | <p>Effective teaching and learning methods and techniques</p> <p>Case studies, collaborative learning, discussions, standardized patient training, the flipped classroom, role-playing, labs, and more</p> <p>Guest speakers: Drs. Lauren Gulbas, Yolanda Padilla, and Terrence Allen</p> | <p>Svinicki & McKeachie, Chapter 4: Reading As Active Learning; Chapter 5: Facilitating Discussion; 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; Chapter 17: Technology and Teaching; Chapter 19: Laboratory Instruction: Ensuring an Active Learning Experience</p> <p>See the section on Instructional Technologies at UT Austin Faculty Innovation Center: https://facultyinnovate.utexas.edu</p> |
| <p>Week 6 Oct. 5</p> | <p>Microteaching presentations (3)</p> <p>Submit descriptions of sessions you will be teaching in other faculty members' classes.</p> | <p>Read four scholarly articles of your choice on teaching in your areas of interest (direct practice, policy, research, etc.) and/or that related to the teaching you will be doing in instructors' classes and write a brief paper according to the instructions in Section V. D of this syllabus.</p> <p>In preparation for next week's class, read Stone et al., <i>Difficult conversations</i>.</p> |
| <p>Week 7 Oct. 12</p> | <p>More on effective teaching and learning methods and techniques</p> <p>Difficult dialogues and teaching for diversity</p> <p>Paper on teaching methods/ techniques in your area of interest due</p> | <p>Adams et al., <i>Teaching for diversity</i>, Part I: Theoretical Foundations and Principles of Practice.</p> |
| <p>Week 8 Oct. 19</p> | <p>Microteaching presentations (3)</p> | <p>Use reading time as needed for reviewing materials related to the sessions you will be teaching later in the semester</p> |
| <p>Week 9 Oct. 26</p> | <p>Use this week to prepare for class teaching presentations and meeting with course instructors</p> | <p>Use reading time as needed for reviewing materials related to the sessions you will be teaching later in the semester</p> |

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| <p>Week 10 Nov. 2</p> | <p>Class management (or will the class manage you?)</p> <p>Gatekeeping in social work education (student behavior and readiness in classroom and field) <i>Clinical Professor Jane Kretzschmar (2:30-3:30)</i></p> <p>How important is decorum in the classroom?</p> <p>Safety on campus</p> <p>Academic honesty/dishonesty</p> <p>Microteaching presentations (1)</p> | <p>Svinicki & McKeachie, Chapter 13: Different Students, Different Challenges</p> <p>Hornstein, G. A. (2017, March 26). Why I dread the accommodations talk. <i>The Chronicle of Higher Education</i>. Available at http://www.chronicle.com/article/Why-I-Dread-the-Accommodations/239571</p> <p>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</i> 26(1/2), 163-180. Available at UT Libraries Website.</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</i>, 41(3), 527-543. Available at UT Libraries Website.</p> <p>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</p> <p>Thompson, B. (2002, June 21). If I quiz them, they will come. <i>Chronicle of Higher Education</i>. Available at UT Libraries Website.</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.</p> <p>Review the following websites: Behavioral Concerns Advice Line: http://operations.utexas.edu/units/csas/bcal.php Campus carry: https://campuscarry.utexas.edu Gun Free UT: http://gunfreeut.org Title IX: https://titleix.utexas.edu and http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf</p> |
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| <p>Week 11 Nov. 9</p> | <p>Teaching online Dr. Johanna Creswell Báez</p> <p>Evaluating students and instructors</p> <p>How faculty assess student learning and performance: Test construction and measurement; conceptualizing and grading written assignments and group projects; how many class assignments and grades are enough?</p> <p>Obtaining feedback from students (periodic feedback, end-of-term evaluations)</p> <p>Developing a teaching philosophy statement</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</p> <p>UT Faculty Innovation Center: Teaching with Technology: https://facultyinnovate.utexas.edu/teaching-technology Check on Learning: https://facultyinnovate.utexas.edu/check-learning Creating Checks for Learning: https://facultyinnovate.utexas.edu/creating-checks-learning Teaching Statement: https://facultyinnovate.utexas.edu/teaching-statement</p> <p>Flaherty, C. (2016, January 11). Bias against female instructors. <i>Inside Higher Education</i>. Available at https://www.insidehighered.com/news/2016/01/11/new-analysis-offers-more-evidence-against-student-evaluations-teaching Read the articles noted in this article if you desire.</p> <p>Sprague, J. (2016, June 17). The bias in student course evaluations. <i>Inside Higher Education</i>. Available at https://www.insidehighered.com/advice/2016/06/17/removing-bias-student-evaluations-faculty-members-essay</p> <p>Cummings, S. M., Chaffin, K. M., & Cockerham, C. (2015). Comparative analysis of an online and traditional MSW program: Educational outcomes. <i>Journal of Social Work Education, 51</i>, 109-120. Available at UT Libraries Website.</p> <p>Bentley, K. J., Secret, M. C., Cummings, C. R. (2015). The centrality of social presence in online teaching and learning in social work. <i>Journal of Social Work Education, 51</i>, 494-504. Available at UT Libraries Website.</p> |
| <p>Week 12 Nov. 16</p> | <p>Video teaching presentations (3)</p> <p>Draft of teaching philosophy statement due and in class discussion</p> | |
| <p>Week 13 Nov. 23</p> | <p>Enjoy the Thanksgiving holiday</p> | |
| <p>Week 14 Nov. 30</p> | <p>Video teaching presentations (3)</p> <p>Opportunity to discuss additional topics</p> | |

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| <p>Week 15 Dec. 7</p> | <p>Video teaching presentations (1)</p> <p>This is your life as a college/ university teacher!</p> <p>Ethics of faculty life</p> <p>Academic freedom and responsibility</p> <p>Being a teacher while being a scholar and providing service</p> <p>Teaching social work in different types of colleges/universities</p> <p>Compiling a teaching portfolio</p> <p>Reflections on the course</p> <p>Celebrating teaching and learning</p> <p>Course Instructor Evaluation</p> <p>All final work due</p> | <p>Svinicki & McKeachie, Chapter 22: The Ethics of Teaching; Chapter 23, Vitality and Growth Throughout Your Teaching Career</p> <p>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</p> <p>Michael, R. (2002, July 12). Dreams failed and fulfilled. <i>Chronicle of Higher Education</i>, p. B5. Available at UT Libraries Website.</p> <p>UT Austin Faculty Innovation Center, Teaching Portfolio: https://facultyinnovate.utexas.edu/teaching-portfolio</p> |
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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.

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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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- 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.
- Nilson, L. B. (2010). *Teaching at its best: A research-based resource for college instructors*. San Francisco: John Wiley & Sons.
- 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)

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| <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

Journal of Social Work Education

Journal of Teaching in Social Work

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XI. Appendices

Appendix A: Attendance Sheet

Name _____

The definition of attended a class session is that you were there for the entire session. Unless you were ill, had an (unforeseen) emergency, or had an approved absence, each absence results in 10 points subtracted from your final course 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 wish, you may state the reason for your absence below and whether or not it was discussed with and approved by the instructor. |
|------|----------|------------------------------|----|---|
| 1 | Aug. 31 | Yes | No | |
| 2 | Sept. 7 | Yes | No | |
| 3 | Sept. 14 | Yes | No | |
| 4 | Sept. 21 | Yes | No | |
| 5 | Sept. 28 | Yes | No | |
| 6 | Oct. 5 | Individual meetings | | |
| 7 | Oct. 12 | Yes | No | |
| 8 | Oct. 19 | Yes | No | |
| 9 | Oct. 26 | Yes | No | Class did not meet as a group |
| 10 | Nov. 2 | Yes | No | |
| 11 | Nov. 9 | Yes | No | |
| 12 | Nov. 16 | Yes | No | |
| 13 | Nov. 23 | Holiday | | No class |
| 14 | Nov. 30 | Yes | No | |
| 15 | Dec. 7 | Yes | No | |

The above is a true reporting of my class attendance.

Signature and date

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XII. Contact Information

- **Instructor:** Diana DiNitto
- **Office Number:** SSW 3.130B
- **Office Phone:** 512-471-9227
- **E mail:** ddinitto@mail.utexas.edu
- **Office Hours:** W 11:30-12:30; TH 1:15-2:15; & by appt.

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