Course Number:	398T	Instructor:	Dr. Michele A. Rountree
Semester:	Fall 2013	Contact Information:	SSW 3.122E mrountree@mail.utexas.edu 512-471-7160
Meeting Place:	SSW 2.132	Unique Number:	63200
Meeting Times:	TH 12:30-3:30	Office Hours:	TH. 11:00-12:15, 4:00-5:15; & by appt.

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. The first overarching purpose of this course is to provide you with theoretical and practical knowledge about teaching and learning at the postsecondary level, ultimately *to help prepare you for a teaching position* in a higher education setting. We will explore a variety of instructional methods as well as theories about learning, development, and motivation. The second overarching goal is to develop the foundational knowledge, analytical skills, and the reflective scholarly practice that will *enable continued growth and development as a teacher*.   This class will be a learning community, with assigned readings providing a common basis of theory and practice. This course is not meant to supply easy answers but rather to provide a scholarly framework for dialogue about teaching. Consequently, it will rely heavily on discussion, interaction, and hands-on activities within a collaborative learning environment in which you can share with others and benefit from the advice and insight of your peers.

COURSE OBJECTIVES

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.

NOTE: Syllabus is subject to revision.

Below are descriptions of the course <u>learning outcomes</u> and the respective <u>summative assessments</u> of competency.

Learning Outcomes	(Summative) Assessments
At the end of this course you will be able to:	*You will demonstrate that you have developed this knowledge, skill, or attitude through the following assignment(s):*
1. Theory and Research Employ theories of student learning, development and motivation and research-based teaching practices to design instruction that: • motivates learners. • is consistent with how people process, store, and retrieve information. • provides opportunities for students to direct their own learning and construct their own knowledge.	• Motivating Students from the First Day of Class • Microteach in Class • Teach 50 Minute Undergraduate or Graduate Course • Discussion Facilitation
2. Reflection on Identity, Beliefs, and Practices Reflect upon and articulate your beliefs about teaching and learning, how you can best facilitate learning, and your emerging identity as a teacher. Evaluate and reflect upon teaching effectiveness to improve your teaching.	• Teaching Philosophy Statement • Microteach Reflection • Teach 50 Minute Undergraduate or Graduate Course: TEACHING PORTFOLIO • Discussion Facilitation Reflection
3. Systematic Course Design Develop and communicate learning goals and expectations, both for individual class sessions and the overall course, that are appropriate for the discipline, level, learning context, and the institutional curriculum. Align instructional activities and assessments with learning goals.	• Course Rationale and Learning Outcomes • Assessment of Student Learning • Discussion Facilitation Reflection • Microteach Reflection • Teach 50 Minute Undergraduate or Graduate Course: TEACHING PORTFOLIO
4. Teaching Practice Design and conduct class sessions to teach a topic in your area using a variety of instructional strategies.	• Microteach • Teach 50 Minute Undergraduate or Graduate Course
5. Diversity Learn how to teach with attention to diversity, inclusion of multiple perspectives, and demographics so that every student has the opportunity to learn.	• How will Diversity play out in your classroom
6. Student Assessment Learn how to assess student learning responsibly, equitably, and in alignment with learning goals, and use the results to enhance student learning.	• Teach 50 Minute Undergraduate or Graduate Course: TEACHING PORTFOLIO

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TEACHING METHODS

Teaching involves a partnership between the instructor and the student in a collaborative and passionate commitment to the mutual learning process. My philosophy of teaching is to provide students with relevant content in the form of presentation, text and instructional activities that assist students in the integration of the material. Within the field of social work, content delivered without its applicability to micro, mezzo and macro level practice is irrelevant to the student that gravitates to the profession to be an agent of social change. Essentially, as an instructor I see my role as <u>one</u>, to create a safe learning environment that <u>two</u>, allows for the sharing of ideas, in-depth critical analysis and integration of the material. Dr. Rountree has been awarded *The Lori Lee Peterson Social Work Teaching Award, The Texas Exec's Teaching Award*, *The Texas Exec's Black Legacy Award* and was nominated for *The University of Distinguished Teaching Academy*.

REQUIRED TEXTS & MATERIALS:

Bain, K. (2004). *What the best college teachers do*. Cambridge: Harvard University Press
Bain, K. (2012). *What the best college students do*. Cambridge: The Belknap Press of Harvard University Press
Palmer, P. (2007). *The courage to teach*. San Francisco: John Wiley & Sons

Texts can be purchased at University Co-op, 2246 Guadalupe, 476-7211, website: http://www.universitycoop.com. The Publication Manual of the American Psychological Association Sixth Edition (APA) is the style manual to be used by all students. The manual is available at the library or for purchase at the Co-op.

Required Readings can be found on blackboard according to week the readings are assigned.

COURSE AND 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. Social work students adhere to the Student Standards for Professional Conduct of the NASW Code of Ethics and assume responsibility for their conduct.

Professional Conduct in Class
The professor expects students to act like 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. Missing more than two classes will result in a loss of a letter grade. It is your responsibility to sign the weekly attendance sheet. Students can check the number of their absences listed on blackboard, if the information is inaccurate it is the responsibility of the student to notify the instructor before final grades are posted. The instructor should be notified in advance of any planned absence and as soon as possible in the case of an unforeseen, serious emergency. If you arrive late to class on multiple occasions, this will also be considered as an absence. Assignments should be turned in at the beginning of class on the date they are due, barring serious, unforeseen medical illness or family emergencies. Late assignments will not be accepted.

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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://www.utexas.edu/depts/dos/sjs/).

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 14 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, the professor will give the student 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

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first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

COURSE REQUIREMENTS

Active Learning Contract: Cooperative, Active, Student-Directed Learning, Reading Slips (10 points)
The Ph.D. program requires a high level of commitment from you with regard to your professional learning.   The expectations for this course are to:
- Participate in an interactive educational process grounded in course readings. Content (e.g., readings and lecture material) and process (e.g., classroom experiences) as being interdependent and mutually enhancing. Both are necessary for an optimal learning experience.
- Active, cooperative learning is a requirement of this course. You will learn via listening, talking together, reading with a critical eye, and writing in response to what you read and experience. Your thoughtful contributions in each of these modes of active learning are an important aspect of the learning environment.
- Raise questions, express your viewpoints, and engage in small and large group discussions and experiential exercises.
- Participate in a professional manner that includes respectfulness with regard to difference.

   In summary, the seminar process reflects an interdependent and reciprocal system of relationships among all the members of the learning community.

Criteria for Evaluation:
√   Evidence that you have reflected upon and integrated material learned via readings, class and assignments.
√   Degree to which your communication is relevant.
√   Evidence that you are present (mind, body, and spirit).
√   Attendance, students are expected to attend all classes.
√   Arrival on time.
√   Adherence to the NASW Code of Ethics

Reading slips are posted on Blackboard with questions I ask student's to respond related to the assigned readings for that week. Responses do not have to be more than one page in length.

Reading Slips Due:
9/5, 10/3, 11/7

Instructor will give half of the active learning points based upon observation, and students, based upon their own individual assessment, will give themselves the remaining points. *Turn in your active learning contract points including a 2 sentence explanation as to why you have earned those points on 12/5.*

Motivating Students from the First Class Day (5 Points)

Students will be asked to choose the class they want to teach as an Assistant Instructor (i.e., *Foundations for Social Justice*, *Social Policy, Social Work Research Methods*, *Social Work Statistics*, *Human Behavior in the Social Environment*, *Social Work Practice with Individuals and Families, Social Work Practice with Groups*, *Social Work Practice in Individuals and Communities*). Reflect on how you want to structure the first day of the class you will/hope to teach. Respond to the questions below in no

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more than <u>600 words (approximately 2-2 1/2 pages with references, doubled spaced and bibliography)</u>. Your response should <u>integrate at least one theory of motivation</u> we discussed and it should be correctly described. Discuss theory (ies) to support your rationale for why the strategy you selected will be effective.

1. How will you get to know your students on the first days of class (identify a couple of ways)? Why will you use this method? What will be most helpful for you to know about them? Why/How will you use this information?

2. Identify one way you will promote a positive learning environment during the first day of class? Why do you think this approach will be effective?

3. During the first days of class, how you will "cover" course expectations in a way that engages students and ensures they understand your expectations? Why do you think this approach will be effective?

4. What is one other goal you want to accomplish on the first day of class? How will you do it?

    Criteria for Evaluation:
    √   Evidence that the paper describes creative strategies that foster student engagement.
    √   Degree of detail provided in response to each question.
    √   Integrated and described at least one theory of motivation and discussed the link between the proposed these strategies and the theory (ies).

    Due Date: 9/12

Discussion Facilitation (15 Points)

You will facilitate a 30 minute discussion around one of the course readings. A sign-up sheet will be distributed on the first day of class. Please submit discussion questions 24 hours in advance to the instructor for feedback.

To complete this assignment, you are expected to read the text closely and develop discussion questions stemming from the text. You should develop multiple types of discussion questions. For example, the discussion questions should address multiple levels of Bloom's taxonomy. It is often helpful to begin a discussion by asking students to summarize important points from the reading (e.g., understanding in Bloom's taxonomy). However, the majority of the questions you develop should target higher levels of Bloom's taxonomy to encourage application, critical thinking, and synthesis of ideas. The discussion questions you develop should also show that <u>you</u> have thought critically and that you have made connections between the reading you select and other course readings, topics, discussions, your experiences as a student or teacher, events at UT, changes in higher education, or to the "real world."

You are also expected to guide the discussion. For example, if the discussion gets off topic, you should bring the focus back to the topic at hand. You are also expected to ask follow-up questions when appropriate to clarify responses, provoke further thought, encourage connections, etc.

You are also expected to provide a conclusion to the discussion. This conclusion may integrate various ideas presented in the discussion and should ideally summarize the "big picture" or "take-away message." You may use tools such as the one-sentence summary or a visual to help you achieve these goals. Your conclusion may also identify further questions for consideration if appropriate. The conclusion should be appropriately timed (after about 15-20 minutes of discussion, depending on student engagement in the conversation).

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The next class after you facilitated a class discussion you are asked to submit a brief reflection (no more than 550 words, 2 pages double-spaced, one scholarly reference not included in the required readings for the *last question, include bibliography) on how the discussion went. You are free to reflect on the experience as you see fit, however, please also address the following:

- Do you think that students learned from the discussion? If so, what did they learn? What was the value of the discussion?
- To what extent did you implement the discussion as planned? Did students respond to your discussion questions as you expected? If the discussion did not go as planned, why not and how do you think that impacted student learning?
- *If you were to facilitate this discussion again, what would you do differently (if anything)?

Instructor Evaluation Rubric

	Needs Substantial Improvement	Needs Some Improvement	Meets Expectations
Your Understanding You show a deep understanding of the material within your article. You have drawn or encouraged your peers to draw connections between the reading you select and other course readings, topics, discussions, your experiences as a student or teacher (but don't go overboard here), events at UT, changes in higher education, or to the "real world."	1	2	3
Discussion Questions You prepared thoughtful and provocative discussion questions that encouraged critical thinking and application and synthesis of ideas. You submitted discussion questions 24 hours in advance.	1	2	3
Discussion Facilitation You direct the discussion to keep it on track, however you are receptive and let your peers' comments propel the discussion when it promotes learning. You do not dominate the discussion or allow others to. When appropriate, you respond to what others have said and ask clarifying and follow-up questions. You provide/support a timely conclusion to the discussion that summarizes the "big picture" or "take-away message."	1	2	3

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Reflection			
The written response is organized and largely free from grammatical errors and it demonstrates in-depth thought on the discussion facilitation experience. You identify specific ways in which the discussion was successful and/or how it could be improved (provide concrete examples when possible). The best responses will also integrate information we have learned about effective teaching practices. You provided one scholarly article to underscore your responses to the last question.	1	3	5
	POINTS POSSIBLE = 15 (one free point)		
	YOUR SCORE = _____		

How will Diversity play out in your classroom (5 Points)

Dynamics of difference and sameness (Delpit, 1995) is a phrase used to refer to the complex—often unspoken or even unrealized—dynamics of power or bias that can arise in the classroom setting. This assignment (550 words, 2 pages double-spaced, one scholarly reference not included in the required readings for the *last question, include bibliography) offers you an opportunity to reflect upon diversity, bias and privilege as it relates instruction and classroom climate. Please respond to the following questions:

1. What dynamics of difference and sameness will/have played out in classes you have enrolled in or taught? How will you recognize them? When you are instructing how will you approach them?
2. The process of "knowing thyself" serves as a key foundation for becoming an effective teacher by developing empathy, understanding students' backgrounds and perspectives as well as knowing one's own biases and privileges. How does one become aware of their biases and privilege?
3. What strategies can an instructor utilize to ensure personal biases or privilege does not impede the learning of their students?
4. *What are some steps you take/will take to create an inclusive classroom?

     Criteria for Evaluation:
√   Inclusion of one scholarly reference in answering the last question.
√   Bibliography, the bibliography is not included within the two page requirement of the assignment.
√   Timely completion of assignment.
√   Degree of reflection demonstrated in response to each question.

Due Date: 9/19

Course Rationale & Learning Outcomes (5 Points)

Your task is to develop a rationale for a course that you will be teaching and the learning outcomes. Refer to page one this syllabus' course rationale and the table on page 2 as examples of course learning outcomes.

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A course rationale is a brief statement about the purpose of the course, who the course is designed for, and how it fits within students' program of study/the departmental curriculum. An excellent course rationale will also motivate the learner.

Learning Outcomes describe what knowledge, skills, and attitudes you want your students to develop as a result of your course (often referred to as "goals") or a class session (often referred to as "objectives"). You are asked to develop at least 4 learning outcomes for a class you will be teaching. Ensure your learning outcomes include higher-order thinking skills (e.g., Application and above in Bloom's taxonomy) and make your outcomes as observable/measurable as possible. Essentially, the learning outcome states at the end of the course what students will be-able to do in terms of mastery and competency.

After developing your learning outcomes, separately identify the highest level of Bloom's taxonomy that each learning outcome targets. Then, provide an explanation, for each learning outcome, as to why you think it targets the level of Bloom's taxonomy that you have identified.

Finally, include a brief paragraph about how you will ensure that students understand the course rationale and learning outcomes. Innovative approaches are encouraged.

> Criteria for Evaluation:
> √   Clear, succinct written course rationale.
> √   Referring to Bloom's Taxonomy, development of four observable/measureable outcomes.
> √   Timely completion of assignment.
> √   Innovative description of how as an instructor you will help students understand the
>   course rationale and learning outcomes.

Due Date: 9/26

Microteach and Reflection (10 Points)

Microteaching is a method for providing pre-service or beginning teachers with teaching experience targeted at developing specific behaviors or skills. It is particularly useful for this purpose because it is conducted in a low-risk environment. It is a simulated teaching experience in that the size of the class is typically smaller and the length of instruction is abbreviated. Generally, microteaching involves teaching to one's peers. Previous research provides strong support for using microteaching to prepare future teachers (Metcalf, Ronen Hammer, & Kahlich, 1996).

Microteaching is an effective method for practicing a variety of instructional strategies, however, I will ask that your microteach include a lecture component. This does not mean that I am encouraging you to refrain from interacting with students. In fact, the best lecturers are those that encourage student active participation and processing of information during the lecture. That being said, your voice should be the predominant voice during the microteach.

- Your microteach should be no more than 15 minutes in length.
- The content of your microteach is up to you, however, you should choose a topic that you think could be taught well using a lecture method during your teaching experience to an undergraduate or graduate class. You might teach a topic that is challenging for you or students. You will not be graded on your microteach, but instead will be graded on the quality of your reflection following the microteach.
- You will be teaching to your peers. The audience will play the part of your students and participate in the session if you ask them to.
- Your microteach must employ a visual aid. The most common tool to use is PowerPoint, however other options might include Prezi, overheads, handouts, or writing on the board (if you go this

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route, have a clear rationale for doing so as writing on the board could occupy a large amount of your instructional time).

- *You should ensure that your microteach is:*

  Organized. State the desired learning outcomes and create a presentation that follows a clear logic, including transitions. Summarize the main ideas, includes techniques, such as presenting an outline to the audience, to show the connections and relationships between different ideas being presented.

  Deliver in an engaging manner. The instructor uses tone, pitch, and volume to engage the audience. Make eye contact with students and use movement to actively engage the audience. Use vocabulary appropriate for the audience, reflecting sensitivity to students' prior knowledge. Provide effective examples and illustrations. If appropriate ask questions of students (perhaps to assess prior knowledge or confirm understanding) or invite student-generated examples or student questions.

Following presentation of the lesson, the debriefing session occurs in which the student teacher is provided with feedback from their peers. Peers will also be asked to provide brief written feedback. The instructor will facilitate this process.

Submit a reflection paper (550 words, 2 pages double-spaced, *one scholarly reference not included in the required readings for the last question, include bibliography on the experience. Reflect on the following questions:

- What were you hoping students would learn from your lecture? What was the intended learning outcome?
- Why do you feel a lecture was appropriate for helping students achieve the learning outcome you identified?
- To what extent did you implement the lecture as planned? What worked well during the lecture? If the lecture did not go as planned, why not and how do you think that impacted its effectiveness?
- What did your peers think about what worked during the lecture and/or how you could improve (you will get some sense of their views from the debriefing and their written feedback)? Do you agree with their feedback?
- *How could you improve the lecture?

  Criteria for Evaluation:
  √   You will be graded on the quality of your written reflection following the microteach and I will grade your reflection holistically.
  √   Response as a whole, or for its overall quality, while considering five elements (Florida Department of Education, 2005-2013):

  Content: Responses to the questions above.
  Focus: How clearly the paper presents and maintains a main idea, theme, or unifying point and does not contain extraneous information.
  Organization: Structure or plan of development (beginning, middle, and end) and whether the points logically relate to one another. Organization refers: use of transitional devices to signal the relationship of the supporting ideas to the main idea, theme, or unifying point and the evidence of a connection between sentences.
  Support: Quality of the details used to explain, clarify, or define. The quality of support depends on word choice, specificity, depth, credibility, and thoroughness. Papers representing the higher end of the point scale provide fully developed examples and illustrations in which the relationship between the supporting ideas and the topic is clear.

> Conventions: Punctuation, capitalization, spelling, and variation in sentence used in the paper.

Due Date: 10/31

As you observe your peers conducting their microteach, please keep the following in mind as you offer constructive feedback both verbally and in written form. The limited amount of time may not allow for the microteach to cover all the following criteria.

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1. Organization
The instructor states the learning outcomes and the presentation follows a clear logic, including transitions between chronologically adjacent topics. The instructor also summarizes the main ideas, and the presentation includes techniques, such as presenting an outline to the audience, to show the connections and relationships between different ideas being presented.

2. Instructional Methods
The instructor uses a variety of instructional strategies to achieve the instructional objectives. The amount of content and depth of content is appropriate for the students' prior knowledge and to reach the instructional objectives.

3. Instructional Delivery
The instructor uses tone, pitch, and volume to engage the audience, with few audible pauses. The instructor's makes eye contact with students and movement reflects deliberate effort to actively engage the audience. The instructor's vocabulary is appropriate for the audience, reflecting sensitivity to students' prior knowledge. The instructor provides effective examples and illustrations.

4. Active Inquiry
The instructor asks students questions and encourages student questions. The instructor uses questions to assess student knowledge and advance understanding of the material. The instructor takes time to answer challenging questions, and respectfully acknowledges questions to which he/she does not have an answer.

5. Diversity
The instructor defines new terms and uses examples from multiple perspectives to be inclusive of different theoretical perspectives and diverse cultural backgrounds. The instructor treats all students respectfully. The instructor encourages students to share their perspectives and examine other perspectives.

6. Technology
The instructor uses audiovisual aids to promote student engagement and learning.

Take notes as you conduct your peer's microteach. Write-up a summary of your observations and submit this summary to the instructor who will share the feedback collectively with the student. The summary should be organized around the following questions:
- What was the focus of the session and what were the primary instructional strategies and assessments employed?
- What went well in the session? Why? How might the instructor build on this?
- What could be improved or developed? How might this be achieved?
- Any other observations, comments, questions and suggestions.

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Assessment of Student Learning (10Points)

This assignment will involve creating an assessment for the class you will be teaching. Reflect upon the course rationale and learning outcomes you designed. Please see the table on page two of this syllabus as an example of the learning outcomes guiding this course and respective summative assessments. The format and content of any assessment should be correlated with the kinds of learning the instructor wants to assess. Thus, you should select the format of the assessment. The most commonly selected formats will likely include:

- A quiz with fixed-response items (this would involve developing the quiz directions, at least 5 fixed response items, indicating the correct answers, and identifying how many points each item is worth)
- A brief essay assignment (this would involve creating the essay prompt, directions, and scoring rubric or checklist)
- Submit your actual assessment and grading criteria.
- Submit a brief paragraph that describes the assessment and discuss why the format you selected is appropriate for the learning outcome(s).

    Criteria for Evaluation:

    √The assessment aligns with the stated learning outcomes.

    √The instructions are clear. The layout of the assessment directions and/or the assessment is easy to follow.

    √The assessment encourages higher-order thinking (as opposed to exclusively measuring recall and understanding). When recall and understanding are tested, it is not based on trivial facts or information.

    √Innovative description of how as an instructor you will help students understand the course rationale and learning outcomes.

    √The guidelines (provided during class instruction) are met for writing selected-response and/or constructed-response items are followed.

Due Date: 11/21

Teaching Philosophy Statement (10 Points)

Develop the first draft of your teaching philosophy statement. This webpage will assist you in developing your teaching philosophy statement: http://ctl.utexas.edu/preparing/node/57. Your statement should be no longer than 600 words, 2 to 2 ½ pages double-spaced.

    Criteria for Evaluation:
    √Content. The components of an effective teaching philosophy statement will be reviewed in class. You do not need to address all of the components but you should address a majority of them. Is the assignment complete and thorough? Is the work theoretically grounded, and does it reflect a clear understanding of adult learning theory and practice?
    √ Tone. The philosophy balances the personal (informal, easily accessible language, autobiographical information, clear and practical examples) and the professional (employs appropriate terminology but not necessarily jargon). Is there evidence of originality and creative thinking?

√ Organization. Includes structuring your essay with a clear beginning, middle, and a strong conclusion and articulating transitions between ideas.

√ Focus. How clearly the paper/each paragraph presents and maintains a main idea, theme, or unifying point and does not contain extraneous information. Is the work well written, clearly presented, and logically organized?

√ Support. Quality of the details used to explain, clarify, or define. The quality of support depends on word choice, specificity, depth, credibility, and thoroughness. Papers representing the higher end of the point scale provide fully developed examples and illustrations in which the relationship between the supporting ideas. Does the work reflect a solid understanding of the profession of social work, social work curricula, and well-considered teaching methods?

√ Conventions. Punctuation, capitalization, spelling, and sentence structure variation.

Due Date 12/5:

Teaching Experience : TEACHING PORTFOLIO   (30 Points)

Identify an undergraduate or graduate social work course in which you will be able to teach one class session of approximately 50 minutes. There is a blackboard folder titled "*Teaching Experience"* including examples of course syllabi and the Fall 2013 teaching roster with instructor information. Please use me as a resource if needed to coordinate your teaching experience with the instructor on record. If you are a teaching assistant (TA), you may use also that class. Each teaching experience should be carefully constructed and should allow you to utilize different methods of delivering course content including a lecture-type presentation based upon your class microteaching experience, facilitating a class discussion and/or utilizing another teaching method(s) such as a collaborative learning group, or an on-line class session.   Prior to your teaching experience you would have had the opportunity to have developed learning outcomes, craft a lecture as part of the microteach process and created an assessment of student learning for this particular course. 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 me for feedback. Administer an instructor assessment form to gain student feedback on your teaching. Obtain written or verbal feedback from the instructor of the course in which you taught.

Students will be required to submit to the instructor a teaching portfolio that can be used when you apply for an Assistant Instructor position and add to when you graduate and enter the job market. Please note the portfolio may include materials related only to this course or also include previous teaching experiences you have had.

TEACHING PORTFOLIO

1. Table of contents
2. Curriculum Vitae
3. List/descriptions (rationale) of courses taught
4. Teaching philosophy statement - A personal statement describing your teaching goals, intentions, and aspirations in teaching, especially for the near future. This is basically an action plan for instructional improvement.
5. Sample Teaching Materials
   o A lesson plan that illustrates a variety of instructional and assessment practices you commonly use
   o Assignment directions and/or rubrics

- o Exams and/or quizzes
- o Graded student work (seek their permission to include their work)
- o Handouts, problem sets, lecture outlines
- o Video clips of your teaching
- o Descriptions/examples of instructional innovation. Innovation is not essential to good teaching, but credit should be taken for major efforts to improve teaching. Examples: Novel use of instructional technology; development of collaborative arrangements outside the unit and/or university; adoption of such methods as collaborative learning, use of case studies, etc.

6. Evidence of Teaching Effectiveness
- o Summarized student evaluations of teaching, including response rate and relationship to departmental average if available
- o Written comments from students on class evaluations
- o Results of student questionnaires, student interviews, and informal assessments of your teaching such as the one-minute paper, mid-semester course evaluation, etc.
- o Comments from a peer observer or a colleague teaching the same course
- o Statements from colleagues regarding your teaching effectiveness/the preparation of students for advanced work
- o Letters from students, preferably unsolicited
- o Scores on standardized or other tests, before and after instruction (student names and any identifying information should be removed)
- o Noteworthy achievements of students for which you claim a significant part of the credit (awards, admissions to graduate school, employment)
- o A reflection on feedback you have received (from students, your mentor, CTL staff, etc.) regarding your teaching effectiveness. You might discuss how you interpret CIS scores and how you made/plan to make changes to your instruction based on this feedback.

7. Professional Development Activities
- o List of workshops, seminars, professional meetings, etc. on teaching that you have attended
- o Design of new courses, interdisciplinary or collaborative courses, or teaching projects
- o Preparation of a textbook, lab manual, courseware, etc.
- o Example/description of how and why you have integrated your disciplinary research and teaching

8. Contributions to the Teaching Profession and/or Your Institution
- o Papers delivered on teaching
- o Publications in teaching journals
- o Service on teaching committees
- o Assistance to colleagues on teaching matters
- o Work on curriculum revision or development

9. Honors, Awards, or Recognitions
- o Teaching awards from department, university, or profession
- o Invitations based on teaching reputation to consult, give workshops, write articles, etc.
- o Requests for advice on teaching by committees or other organized groups

Required with the teaching portfolio submission is a two-three pages double-spaced summation of the teaching experience, please include the following:
- List of books, articles, and/or other materials you used as a basis for the class session.
- Identify the CSWE Educational Policy and Accreditation Standards (EPAS) competencies and behaviors you addressed and provide examples from your class session.
- Identify the levels of Bloom's taxonomy you addressed and provide examples from your class session.

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- What teaching materials (i.e., PowerPoint presentation, handout, and/or discussion guide) did you use?
- What method (s) did you use to assess student learning?
- Describe the method(s) you used to facilitate student engagement and to create an inclusive and motivating learning environment.
- Turn in each student assessment of your teaching and summarize the results as well as the written or verbal feedback from the instructor of record. Was there anything in particular from this feedback you will integrate into your future teaching?
- Reflect upon anything you would modify if you taught the session again, what you learned about yourself as an instructor and from the teaching experience. Restate why you want to teach, what you would hope your impact is on students and the social work profession.

Due Date:12/5

GRADING

Task	Points Possible	Your Grade
Homework Slips and Class Participation	10	
Discussion Facilitation	15	
Motivating Students From the First Day of Class	5	
How will Diversity play out in your classroom	5	
Course Rationale and Learning Outcomes	5	
Microteaching Reflection	10	
Assessment of Student Learning	10	
Teaching Philosophy Statement	10	
Teaching Experience: Teaching Portfolio	30	
TOTAL	**100**	

GRADING
Grades will be assigned according to the cumulative number of points the student has earned on the required assignments:

A= 90-100   **B**=80-89   **C**=70-79   **D**= 60-69

A = 100-96   SUPERIOR: Significantly exceed assignments/performance expectations, Demonstrates a high level of in-depth critical thinking and analysis that involved coherence and integration of ideas.

A- = 95-90

B+ = 89-87   GOOD: Assignment/overall performance in course meets all the requirements with evidence of critical thinking and analysis.

B = 86-84
B- = 83-80

C+ = 79-77   AVERAGE: Assignment/performance meets the requirements, lacks evidence of in depth and analysis of the material.

C = 76-74
C- = 73-70   (Class failed/no credit: 73 and below)

NOTE: Syllabus is subject to revision.

D+ = 69-67   BELOW AVERAGE: Requirements for assignments and critical thinking and analysis skills is lacking.

D= 66-64
D- = 63-60

59 and below F

	COURSE SCHEDULE	

*Readings and Tasks are listed for the session by which they should be completed. Bolded readings are required readings for each week, un-bolded readings are recommended.

DATE	TOPICS	REQUIRED READINGS*	TASKS DUE*
		UNIT THEME: LEARNING ENVIRONMENT	
Week 1 8/29	Course Introduction Teaching the First Day of Class		
Week 2 9/5	Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) and CSWE Accreditation process Achievement Motivation Theories	Text: **Bain (2004), pp. 1-21, 32-47** **Bain (2012), pp.1-31** **Palmer (2007), 1-8, 9-34** Blackboard: Ambrose (2010), 66-90 Anderman et al. (2010), pp. 123-137 **Buskist et. al. (2005), pp. 111-122.** **Chlup (2010), pp. 34-39.** *Peruse: Council on Social Work Education, 2008 Educational Policy and Accreditation Standards (EPAS) available at http://www.cswe.org/Accreditation/2008EPASDescription.aspx Gorham et. al. (1997), pp. 245-261 Lau et. al. (2008), pp.639-662. Martin et. al. (2009),pp.1-39 **Mckeachie et. al. (2006) (12 edition), Chapter 3 &12** **Meece et. al. (2006), pp.351-373** Memmott et. al. (1998), pp.75-98 **Nilson (2010) pp. 43-60** http://cft.vanderbilt.edu/files/Teaching-at-its-best.pdf	Reading Slip #1 Please Bring Syllabus to Class
Week 3 9/12	Diversity Classroom Climate	Text: **Bain (2004), pp. 68-97, 135-149** **Palmer (2007), pp. 35-61** Blackboard: Bashram et. al.(2004).pp. 207-212 **Crawley (2009), pp. 210-215** **Derek Bok Center for Teaching and Learning**	Motivating Students From the First Day of Class

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DATE	TOPICS	REQUIRED READINGS*	TASKS DUE*
		(2006), Tips for Teachers: Sensitivity to Women in the Contemporary Classroom, pp.1-4 **Disability Resources Home, In Their Shoes** **www.utexas.edu/disability** **Rye (2007), pp. 1-20** **UT Center for Teaching & Learning Classroom Climate: http://www.ctl.utexas.edu/becoming/** Hess et al. (2001), pp. 197-219 Kelly et.al. (2012), pp. 24-46 **Mckeachie et. al. (2006) (12 ed.), Chapter 13** Morales(2008) pp. 197-213 Ofori-Dankwa (2000), pp. 493-499 **Suarez-Balcazar (Jul. - Aug., 2003), pp. 428-444** Pittman (2010), pp.183-196 **Reyes et. al. (2005), 377-391**	
**UNIT THEME: INSTRUCTIONAL DESIGN**		
Week 4 9/19	Developing Learning Outcomes Applying Bloom's Revised Taxonomy Course Planning, Developing Syllabi & Assignments	Text: **Bain (2004), pp. 22-32, 48-67** **Palmer (2007), pp. 63-90** Blackboard: **Bloom's Taxonomy, pp. 1-5** **Dennison et. al. (2010), pp.399-419** **Mckeachie et. al. (2006) (12 ed), Chapter 2** **Hara, B. (2010), pp.1-2** **Nilson (2010),pp. 17-42,101-112**	Diversity Statement
Week 5 9/26	Designing Instruction (e.g., Backward Design, Gagnè's Conditions of Learning)	Text: **Bain (2012), pp. 99-132** **Palmer (2007), pp.91-116** Blackboard: Bellefeuille (WINTER 2006), pp. 85-103 **Gagné Conditions of Learning (2013), pp. 1-4** **Graff (2011), p. 151** Lightfoot et. al. (2005), pp. 269-277 **Nilson (2010), pp.209-223** **McKeachie's (2006)(12 ed.), Chapter 4** **Schneider et al. (2010), p99.**	Course Rationale & Learning Outcomes

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DATE	TOPICS	REQUIRED READINGS*	TASKS DUE*
UNIT THEME: INTERACTIVE LECTURE TECHNIQUES			
Week 6 10/3	Information Processing Theory Flipping the Classroom	Text **Bain (2012), pp. 64-98** **Palmer (2007), pp. 169-190** Blackboard **Annis, L. (Fall, 1985), pp. 4-10** Ambrose 40-65 Bruinsma (2004), pp. 549-568 **Brunsell et al. (March, 2013) p.8** Landrum et. al.(2010). pp. 6-17. **Nilson (2010), pp. 229-238** **Nielsen (May 2012), p46** **McKeachie's (2006) (12 ed.), Chapter 19**	Reading Slip #2
Week 7 10/10	Lecturing	Text: **Bain (2004), pp. 98-134** **Bain (2012), pp. 32-63** **Blackboard:** **Nilson (2010) pp. 113-126** **Revell (2009), pp.209-223** **UT Austin Center for Teaching and Learning, Becoming a College Teacher, section on Lecture:** **http://www.ctl.utexas.edu/becoming/** **McKeachie et. al. (2006),(12th ed.), Chapter 6** Williams et. al.(2009), pp.98–100	
Week 8 10/17	**Microteach Session #1**		
Week 9 10/24	**Microteach Session #2**		
UNIT THEME: STUDENT-CENTERED INSTRUCTIONAL STRATEGIES			
Week 10 10/31	Encouraging Self-Regulation Collaborative Learning Strategies (e.g., Team-Based Learning, Jigsaw Classroom)	Blackboard: **Ambrose (2010), pp. 188-216, 153-187** **Artino Jr., A. (06/2008), 37 - 45** Felder (2009), pp. 1-5 **Nilson (2010) pp. 155-165,187-192** Reiner and Willingham (2010), pp. 1-4. **McKeachie (2006) (12th ed.), Chapter 16 & 17** **Gillespie, J. (2012), 377-387.** **Macke et. al. (2012),148-160** **Millis (2002), pp.1-10.**	Microteaching Reflection

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DATE	TOPICS	REQUIRED READINGS*	TASKS DUE*
		Perkins (April 2001), *111-113* Tran (Nov2012), p9-20	
Week 11 11/7	Facilitating Discussions Problem-Based Learning (e.g., Inquiry Based Teaching, Case Studies)	Text: **Palmer (2007), pp. 191-214** Blackboard **Altshuler et. al. (2003), pp.1-2** Dudziak (2012), 235 – 252. **Nilson (2010). pp. 173-180,181-186, 127-144, 145-154** **McKeachie (2006) (12th ed.) Chapter 5** **Wong (January 2007***), pp. 55-65*	Reading Slip #3
**UNIT THEME: ASSESSING LEARNING AND INSTRUCTION**		
Week 12 11/14	Assessing Student Learning: Formative Assessment Summative Assessment	Text: **Bain (2004), pp. 150-172** Blackboard **Andrade, et. al. (2007), pp.159–181.** **Kealy (2010), pp. 64 – 74** **Kollar et. al.(2010),344-348.** Mansilla et a. (2009), pp.334-353. Stevens et. al. (2005) http://styluspub.com/resources/introductiontorubrics.aspx **McKeachie (2006) (12th ed.) Chapter 7, 8, 9** **Nilson (2010), pp. 271-328** **http://cft.vanderbilt.edu/files/Teaching-at-its-best.pdf** **UT Austin Center for Teaching and Learning, Becoming a College Teacher, section on Assessment:** **http://www.ctl.utexas.edu/becoming/** **Wasson et. al (2011), pp.***1-10.* **Xie et. al. (2008), pp.18-25.**	
Week 13 11/21	Teaching Identity Curriculum Vitae	Text: **Bain (2004), pp. 173-190** Blackboard **Bullough et. al.(2011),127-140** **Collins et. al. (2005), pp. 527-543.** Dommeyer et. al. (2004), pp.611-623. Jacobson, J. (2002, July 18) **McGowan et. al. (2009), pp.161-171.** **McGovern et. al. (2008), 278-285** **McKeachie (2006) (12th ed.), Chapter 10,11,14** **Urwin et. al. (2006).pp. 163-180**	Assessment of Student Learning

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DATE	TOPICS	REQUIRED READINGS*	TASKS DUE*
THEME: TEACHING IN HIGHER EDUCATION			
WEEK 14: 11/28 ENJOY THANKSGIVING			
Week 15 12/5	The Changing Landscape of Higher Education	Text: **Bain (2012), pp. 221-257,258-259** Blackboard: **Brauer, M.(April 12, 2013), pp.A24-A31** **Dinitto et. al *(October 1995), pp. 255-279*** Evans (2008), pp. 50-57. **Green (2008), pp.117-127.** **Griffin et. al. (August 2011), pp.495-526.** Keig, (2000), 67-87 **Kawalilak et al. (2010), pp.131-146.** **Leslie (1998), pp. *652-67*** **Mckeachies et. al. (2011), Chapter 26** Nir et. al.(2006), pp. **Teaching in Times of Crisis,** *cft.vanderbilt.edu › Teaching Topics › Interactions with Students* Tierney, W., (Mar. - Apr., 2004), pp. 161-177 **Watkins et. al.(2006).** *ournals.iupui.edu/index.php/advancesin**socialwork**/article/download/.../6...* **Young et. al. (Fall 2001), pp. 555-568**	Teaching Philosophy *Teaching Experience:* Teaching Portfolio

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Pertinent Social Work Websites:

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://www.utexas.edu/academic/ctl/
Council on Social Work Education (CSWE) http://www.cswe.org/
National Association of Deans and Directors (NADD) http://www.naddssw.org/
 Association of Baccalaureate Social Work Program Directors(BPD) http://www.bpdonline.org/
Group for the Advancement of Doctoral Education in Social Work (GADE) http://www.gadephd.org/
International Association of Schools of Work (IASSW) http://www.iassw-aiets.org/
Society for Social Work and Research http://www.sswr.org/

NOTE: Syllabus is subject to revision.