

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

Course Number:	398T	Instructor:	Diana DiNitto
Semester:	Fall 2011	Contact Information:	SSW 3.130B ddinitto@mail.utexas.edu 512-471-9227
Meeting Place:	SSW 2.122	Unique Number:	62208
Meeting Times:	T 11:30–2:30	Office Hours:	T 10:00–11:30 & by appt.

I. Course Description

This is a required course for all doctoral students in the School of Social Work. The course is also required for individuals without previous teaching experience at an accredited college or university who wish to teach undergraduate courses in the School of Social Work. The course focuses on social work curriculum policy and curriculum issues, course development and content, teaching techniques, and classroom management. The course emphasizes skill as well as conceptual content and theory.

II. Objectives

By the end of the course, students will be able to:

1. Critique general philosophies of higher education and conceptualize a beginning personal philosophy of teaching and education at the college level;
2. Demonstrate an understanding of the Council on Social Work Education's Educational Policy and Accreditation Standards statement by discussing its implications for a social work curriculum;
3. Demonstrate an understanding of how social work curriculum components can be integrated to prepare students for social work practice;
4. Review and design class materials, examination questions and grading schemes for use in beginning social work courses that incorporate levels of learning (knowledge, comprehension, application, analysis, synthesis, and evaluation) as well as skills and values;
5. Identify and assess approaches to integrating values, diversity, and research content into social work courses;
6. Demonstrate an understanding of the student/teacher relationship in a social work program;
7. Identify and assess teaching methods that facilitate an open, creative atmosphere that promotes learning (e.g., lively discussions, active participation, group participation);
8. Identify common problems that arise in social work classes and assess alternatives for handling them.

III. Teaching Methods

Given the emphases on pedagogy and learning how to teach 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

Svinicki, M., & McKeachie, W. J. (2011). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers* (13th ed.). Belmont, CA: Wadsworth.

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

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

V. Course Assignments and Student Evaluation

Do each assignment described below. **All final work is due December 6.** If the assignments below do not meet your learning needs, please see the instructor to discuss possible alternatives.

A. Teaching Experiences

1. Each student will select a core social work topic (e.g., an ethical principle of social work practice; the concepts of social insurance and social insurance programs; a theory of human development; how to develop a research hypothesis; or a theory or method of direct practice, social administration, community organization, or policy practice) from a fishbowl and make a 40-minute in class presentation on the topic that demonstrates knowledge of learning theory and teaching techniques we have covered to date. These presentations will be made on weeks 6, 7, 8, and 9 of the course. **This teaching experience assignment is worth 20% of the final course grade.**

2. In consultation with the pedagogy course instructor, identify an undergraduate course or courses at the UTSSW or another social work program in which you will be able to teach **two** (or more) class sessions of approximately 50 minutes (or more) each. Preferably the course will be one being taught by an experienced instructor. If an appropriate undergraduate course cannot be identified, a graduate course(s) may be used. Each teaching experience should be carefully constructed and should allow you to utilize different methods of delivering course content. One session you teach should include a **lecture-type presentation**, preferably one that covers a core concept or aspect of social work education. The other session should involve conducting a **class discussion** or utilizing another teaching method(s), such as a **demonstration of a practice technique, a collaborative learning group, or an on-line class session**. **Try to arrange your teaching so that you teach no sooner than mid-October** to give you sufficient time to learn more about teaching and to fully prepare for the teaching experience. **These teaching experiences are worth 50% of the final course grade.**

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

- a. Submit a brief description (approximately 100 words) of each session to the pedagogy course instructor **by September 27**.
- b. For each session do the following:
 - (i.) Develop a detailed lesson plan and outline of the content of approximately 2 pages; include the list of books, articles, and/or other materials you will use as a basis for the class session.
 - (ii.) Identify the CSWE Educational Policy and Accreditation Standards (EPAS) competencies and behaviors you will address and provide examples from your class session.
 - (iii.) Identify the levels of Bloom's taxonomy you will address and provide examples from your class session.
 - (iv.) Develop other materials such as a PowerPoint presentation, handout, and/or discussion guide, depending on the class session. **No later than one week before you teach the class session, submit your outline and materials to the instructor of the course in which you are teaching and to the pedagogy course instructor for review and critique.** After you teach each class session, make notes about anything you would modify if you taught the session again, and include those notes when you turn in your final work no later than **December 6**.
 - (v.) Utilize a different method to assess each session you teach, such as a quiz to test students' knowledge of the material, a "one-minute paper" that students write describing what they learned, or provide students a **short** Likert scale form they can use to evaluate the session with questions such as How would you rate the presenter's teaching style? How clear was the material? What was the most important thing you learned from the class? How could the presenter improve the session? (you can utilize an existing form, modify an existing form, or devise the form yourself). **At least one of these methods should provide students an opportunity to give direct feedback on your teaching. Turn in each assessment with its results when you submit your final coursework.** Also obtain written and/or verbal feedback from the instructor(s) of the course(s) in which you teach.
 - (vi.) Record the two class sessions you teach. An easy to operate camera is available for your use from the pedagogy course instructor. In addition to reviewing and critiquing the recordings yourself, select approximately 15 minutes of one of the recordings or several

minutes from each of the two recordings for the pedagogy class to review. Make sure you know how to use the camera before you record yourself and be sure you know how to play back your recording(s) in our classroom **prior** to the day you will be showing your recording in class so as to conserve time. **The videos will be shown during weeks 10, 11, and 12 of the course.**

- (vii.) At the end of the semester, include with your final work a single-spaced, 2- to 3-page paper describing your teaching experiences, what you feel you learned from them, and other comments you wish to include.

As part of your pedagogy course experience, you are also encouraged to observe other sessions of the course in which you will be making presentations and/or to work with the course instructor in other ways, such as developing tests, grading papers, and discussing issues that arise in the class during the semester. If you engage in additional work (e.g., developing test questions), you may wish to include it when you turn in your work at the end of the semester, or you can describe your additional activities in the 2- to 3-page paper you submit (see point 3 above). You may also wish to place all the teaching materials you developed during the semester, including your recordings, in a portfolio for use as you seek teaching positions.

B. Book Review

Read a book on higher education (such as one on a philosophy of teaching in higher education or current issues in teaching in colleges and universities), and write a review of one single-spaced page. Include a brief (about one-third to one-half page) description of the content, and devote the other one-half or two-thirds of the review to your critical commentary. See bibliography at the end of this syllabus for book suggestions or choose another book. Check your selection with the instructor so that class members do not duplicate books. You will have 15 minutes of class time for your review—5 minutes to present a brief “elevator” talk and 10 minutes for class questions and discussion. We will strictly adhere to this time limit. Bring enough copies of the review to class for each class member or e-mail your review to class members at least 24-hours in advance of class. **Your book review is due on the day you present it (weeks 4 and 5 of the course). The instructor will read, critique, and grade it. If you wish, revise and resubmit it, and the instructor will grade it again. If you revise your book review, also turn in the original review with the instructor’s comments. Include the book review when you submit all your final work no later than December 6. The book review is worth 15% of the final course grade.**

C. Teaching Philosophy Statement

Write a statement of your philosophy of teaching social work in higher education (approximately 1- to 2-single-spaced pages). Since you may not have had extensive prior higher education teaching experience, you can think of this as a description of the way you expect to approach teaching. A number of faculty members’ teaching philosophies, including some from other departments, will be posted in the Documents section of the pedagogy class Blackboard site for your review. **A draft of your teaching philosophy statement is due on November 15. The instructor will review and comment on it. If you wish to revise it, submit the original and revision with your final work no later than December 6. The teaching philosophy assignment is worth 15% of the final grade.**

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

1. Is the assignment complete and thorough?
2. Is the work well written, clearly presented, and logically organized?
3. Does the work reflect a solid understanding of the profession of social work, social work curricula, and well-considered teaching methods?
4. Is the work theoretically grounded, and, in particular, does it reflect an understanding of adult learning theory and levels of knowledge, skills, and values?

5. Is the work free from spelling, punctuation, and grammatical errors? Has the work been carefully proofread prior to submission?
6. Is there evidence of originality and creative thinking?
7. Where applicable, is APA format used, including non-biased language, and are references cited correctly?

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

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

VI. Course Policies

1. **Professional conduct:** Your attendance, attention, and participation are expected for all class sessions. Participation includes reading all assigned materials prior to the class session and engaging in class discussions and exercises. Lively class discussion is encouraged. Respectful communication is necessary to the learning environment. Please turn off cell phone ringers and refrain from text messaging and other non-class activities. Students are also expected to observe professional codes of conduct with regard to confidentiality, dress, language, and other matters and exercise good judgment while working with other classes, organizations, and other entities on assignments for this course.
2. **Attendance:** Arriving 10 or more minutes late and/or leaving 10 or more minutes early are considered an absence. **Five points** will be deducted from the final course grade for the first class absence not due to illness, (unforeseen) emergency, or observance of a religious holy day, and an additional **ten points** will be deducted for the second such absence (attending weddings and family reunions or work conflicts are not cause for an excused absence). Generally, missing three 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 his or her final course assignments at the end of the semester.**
3. **Observance of religious holy days:** By UT Austin policy, students are responsible for notifying the instructor 14 days prior to the observance of a holy day. In this class, this should not affect deadlines for submitting assignments or completing work, but if there is a concern, see the instructor promptly.
4. **Submitting assignments:** (a) All papers should be word-processed (typewritten) and usually in 12-point font, single- or double-spaced depending on the assignment, and with reasonable margins, or presented in another format appropriate to the assignment (e.g., a PowerPoint presentation). (b) Assignment due dates are noted in the course calendar. Assignments are due at the start of the class period. Assignments turned in after the start of class will be considered late for that day unless **prior** arrangements have been made with the instructor. Except in the case of illness or (unforeseen) emergency, **five points** will be deducted for each day an assignment is late (weekend days included). (c) *The Publication Manual of the American Psychological Association* (APA) is the style manual to be used unless another referencing style is more appropriate for the assignment. Appropriate referencing of citations (authors, titles, page numbers, etc.) is required. This includes giving due credit to others when indirect quotes (paraphrasing) and direct (verbatim) quotes are used. Short direct quotes (less than 40 words) must be placed in quotation marks. Long direct quotes (40 or more words) must be indented. Paraphrasing requires more than changing a word or two in a sentence. Failure to give due credit to others will result in a **"0" for the assignment and/or an "F" for the course. Plagiarism is a form of scholastic dishonesty and will be addressed as such (see item 5 below). If you do not know how to cite appropriately, please learn before you submit any assignments.**

5. **The University of Texas Honor Code and Scholastic Dishonesty:** The University of Texas at Austin's core values are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community. Scholastic dishonesty is a violation of the honor code. It harms the individual, all students, and the integrity of the University. UT Austin's policies on scholastic dishonesty will be strictly enforced. They are found in *General Information 2010-2011* (<http://registrar.utexas.edu/catalogs/gi10-11>) and at the Dean of Students, Student Judicial Services' website (<http://deanofstudents.utexas.edu/sjs/scholdis.php>). Scholastic dishonesty may result in a report to the Ph.D. Program Director, the Dean of the School of Social Work, and/or the Dean of the Graduate School. Students may receive an "F" for the course and other sanctions in accordance with University policies, including dismissal from the University.
6. **Course modifications:** Should any modifications or changes need to be made to the course (e.g., calendar, assignments), students will be notified in class and/or by e-mail. Students should check their e-mail frequently, and students who are absent from class should check on announcements made in class during their absence.
7. **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 also notify instructors regarding any safety concerns.
8. **Students with disabilities:** Students who require accommodations related to a disability should obtain a letter from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 866-329-3986 video phone). Present the letter to the professor at the beginning of the semester so that needed accommodations can be addressed. For more information, go to <http://www.utexas.edu/diversity/ddce/ssd/>.
9. **Emergency Evacuation Policy:** Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation: Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building. If you require assistance to evacuate, inform the professor in writing during the first week of class. In the event of an evacuation, follow the professor's instructions. Do not re-enter a building unless given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.
10. **Behavior Concerns Advice Line (BCAL):** If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or go to <http://www.utexas.edu/safety/bcal>.
11. **Electronic Communication:** During the semester, the course Blackboard site will be used for various purposes (posting some documents, grades, etc.). Some course communication will also be done via e-mail. E-mail is recognized as an official mode of university correspondence; therefore, you are responsible for reading your email for university and course-related information and announcements and for informing the university about changes to your e-mail address. Please check your e-mail frequently to stay current with university-related communications, some of which may be time-critical.

VII. 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 welcome throughout the term to improve the course.

VIII. Course Calendar

Date	Description	Readings
Week 1 Aug. 30	Student and instructor introductions Course overview (why teach the course this way?) Exercise: What makes a good teacher and what makes a good student? What to do on the first class day	Syllabus (please bring a copy to class) Lewis & Sweet, Chapter I, Organizing a Pedagogy Course for Graduate Student Instructors; Chapter II, Effective Teaching; Chapter XVI, Teaching Portfolios for TAs Svinicki & McKeachie, Preface; Chapter 1, Introduction; Chapter 3, Meeting a Class for the First Time
Week 2 Sept. 6	Inspiration for teaching: Dr. Bob Duke on <i>Strategic Confusion</i> (11:30) Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) and CSWE accreditation process Prof. Jane Kretzschmar (1:00-2:00) Exercise on EPAS competencies and practice behaviors Philosophy of education and learning theory Select books for review Discuss Blackboard discussion assignment for next week	Council on Social Work Education, 2008 Educational Policy and Accreditation Standards (EPAS) available at http://www.cswe.org/Accreditation/2008EPASDescription.aspx and 2001 EPAS at http://www.cswe.org/cms/13938.aspx Peruse UTSSW self-study (reaccreditation) materials at www.utexas.edu/ssw/deansoffice/policies/protect/self-study Lewis & Sweet, Chapter XIV, Microteaching Teaching Svinicki & McKeachie, Chapter 11, Motivation in the College Classroom Peruse Websites of: Chronicle of Higher Education (available at UT Libraries Website) National Teaching and Learning Forum (available at UT Libraries Website) UT Center for Teaching and Learning: http://www.utexas.edu/academic/ctl/

<p>Week 3 Sept. 13</p>	<p>Philosophy of education and learning theory (con't.) <i>Dr. Karron Lewis on Student learning styles: (12:00-1:30)</i> Accommodating students with disabilities Discussion of the Karger and Stoesz reading for this week will be via Blackboard and in class</p>	<p>Lewis & Sweet, Chapter III, Getting to Know Your Students; Chapter X, Student Learning and Study Skills Svinicki & McKeachie, Chapter 18, Teaching Large Classes; Chapter 20, Teaching Students How to Become More Strategic and Self-Regulated Learners; Chapter 21, Teaching Thinking Karger, H. J., & Stoesz, D. (2003). The growth of social work education programs, 1985-1999: Its impact on economic and education factors related to the profession of social work. <i>Journal of Social Work Education, 39</i>(2), 279-295. Available at UT Libraries Website OR Stoesz, D., Karger, H. J., & Carrilio, T. (2010). <i>A dream deferred: How social work education lost its way and what can be done</i>. New Brunswick, NJ: Aldine Transactions. Begin reading your book for review Browse Websites of: 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/</p>
<p>Week 4 Sept. 20</p>	<p>Exercise: Applying Bloom's taxonomy Course planning: Developing syllabi and assignments Book reviews (4) Submit brief description of the two sessions you will be teaching in other instructors' classes</p>	<p>Lewis & Sweet, Chapter V, Instructional Design Svinicki & McKeachie, Chapter 2, Countdown for Course Preparation; Forehand, M. (2005). Bloom's taxonomy: Original and revised. In M. Orey (Ed.). <i>Emerging perspective on learning, teaching, and technology</i>. Available at http://projects.coe.uga.edu/epltt/index.php?title=Bloom%27s_Taxonomy Read the 3 articles on Bloom's Taxonomy in Hoffman, B. (Ed.). <i>Encyclopedia of educational technology</i>. Available at http://www.etc.edu.cn/eet/eet/. Click on Table of Contents and look under the Bs.</p>

<p>Week 5 Sept. 27</p>	<p>Effective teaching skills: Strengthening critical thinking and problem-solving abilities, Is lecturing a “no-no”?, Case studies, Collaborative learning Video on lecturing Book reviews (4) Submit descriptions of sessions you will be teaching in faculty members’ classes. (Don’t forget to submit teaching materials at least one week before each session you will be teaching.)</p>	<p>Lewis & Sweet, Chapter VI, Lecturing and Giving Presentations; Chapter VII, Questions and Questioning Techniques; XV Using Case Studies to Teach 398T Svinicki & McKeachie, Chapter 4, Reading As Active Learning; Chapter 6, How to Make Lectures More Effective; Chapter 14, Active Learning: Group-Based Learning; Chapter 15, Experiential Learning: Case-Based, Problem-Based, and Reality-Based</p>
<p>Week 6 Oct. 4</p>	<p>Effective teaching skills (con’t.): Leading discussions, Role-playing, OSCEs, labs, etc. In-class teaching presentations (2)</p>	<p>Svinicki & McKeachie, Chapter 5, Facilitating Discussion: Posing Problems, Listening, Questioning; Chapter 19, Laboratory Instruction: Ensuring an Active Learning Experience Lewis & Sweet, Chapter VIII, Leading Discussions; Chapter XI, One-to-One Work with Students; Chapter XII: Teaching in Laboratory Settings</p>
<p>Week 7 Oct. 11</p>	<p>True confessions about teaching in different areas of the social work curriculum: Values and ethics, social justice, human behavior and the social environment (HBSE), practice (direct and indirect), social welfare policy and services (SWPS), research, field practicum: <i>Faculty panel</i> In-class teaching presentations (1)</p>	<p>Social work education entries. (2008). In T. Mizrahi & L. E. Davis (Eds.), <i>Encyclopedia of social work</i> (20th ed., Vol. 4, pp. 107-137). Washington, DC: NASW Press & Oxford University Press. Available in LRC or on-line</p>
<p>Week 8 Oct. 18</p>	<p>Class management: How important is decorum in the classroom? Academic dishonesty Gatekeeping in social work education (student behavior and readiness in classroom and field) In-class teaching presentations (2)</p>	<p>Collins, M. E., & Amodeo, M. (2005). Responding to plagiarism in schools of social work: Considerations and recommendations. <i>Journal of Social Work Education, 41</i>(3), 527-543. Available at UT Libraries Website Jacobson, J. (2002, July 18). Rookies in the classroom. <i>Chronicle of Higher Education</i>. Available at http://chronicle.com/article/Rookies-in-the-Classroom/46155 Lewis & Sweet, Chapter IV, Developing Authority as a Teacher Svinicki & McKeachie, Chapter 13, Dealing with Student Problems and Problem Students; Urwin, C. A., Van Soest, D., & Kretzschmar, J. A. (2006). Key principles for developing gatekeeping standards for working with students with problems. <i>Journal of Teaching in Social Work 26</i>(1/2), 163-180. Available at UT Libraries Website.</p>
<p>Week 9 Oct. 25</p>	<p>In-class teaching presentations (3)</p>	

<p>Week 10 Nov. 1</p>	<p>How faculty assess student learning and performance: Test construction and measurement; conceptualizing and grading written assignments and group projects How students evaluate faculty Video teaching presentations (2)</p>	<p>Lewis & Sweet, IX, Assessing Student Learning 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, The ABC's of Assigning Grades; Chapter 16, Using High-Stakes and Low-Stakes Writing to Enhance Learning Thompson, B. (2002, June 21). If I quiz them, they will come. <i>Chronicle of Higher Education</i>. Available at UT Libraries Website.</p>
<p>Week 11 Nov. 8</p>	<p>Ethics of faculty life Academic freedom and responsibility Being a teacher while being a scholar and providing service Addressing student and faculty diversity Video teaching presentations (3)</p>	<p>Bauman, M. G. (2002, July 12). Crossing the fine line between teacher and therapist. <i>Chronicle of Higher Education</i>, p. B20. Available at UT Libraries Website Chessler, M.A. (1997). Perceptions of faculty behavior by students of color. Available at http://www.crlt.umich.edu/publinks/CRLT_no7.pdf Svinicki & McKeachie, Chapter 12, Teaching Culturally Diverse Students; Chapter 22, The Ethics of Teaching and the Teaching of Ethics Martin, J. I. (1995). Gay and lesbian faculty in social work: Roles and responsibilities. <i>Journal of Gay and Lesbian Social Services</i>, 3(4), 1-12. Available in LRC</p>
<p>Week 12 Nov. 15</p>	<p>Technology in social work education or other topic(s) of your choice Teaching social work in different types of colleges/universities (size; auspices; research intensity) Video teaching presentations (3) Draft of teaching philosophy statement due</p>	<p>Lewis & Sweet, Chapter XIII, Using Instructional Technology Svinicki & McKeachie, Chapter 17, Technology and Teaching</p>
<p>Week 13 Nov. 22</p>	<p>Complete teaching assignments</p>	
<p>Week 14 Nov. 29</p>	<p>This is your life as a college university teacher: Reflections on the course Future of social work education Celebrating teaching Course Instructor Evaluation</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 Michael, R. (2002, July 12). Dreams failed and fulfilled. <i>Chronicle of Higher Education</i>, p. B5. Available at UT Libraries Website. Svinicki & McKeachie, Chapter 23, Vitality and Growth Throughout Your Teaching Career Watkins, J., & Pierce, D. (2006). Social work education: A future of strength or peril? <i>Advances in Social Work</i>, 6(1), 17-23. Available at UT Library Website.</p>
<p>Dec. 6</p>	<p>All final work due</p>	

IX. 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. (2004). *What the best college teachers do*. Cambridge, MA: Harvard University Press.
- Bloom, A. (1987). *The closing of the American mind*. New York: Simon & Schuster.
- Brookfield, S. D. (1995). *Becoming a critically reflective teacher*. San Francisco: Jossey-Bass.
- Finkel, D. L. (2000). *Teaching with your mouth shut*. Portsmouth, NH: Boynton/Cook.
- Kimball, R. (1998). *Tenured radicals: How politics has corrupted our higher education*. Chicago: Elephant Paperbacks.
- Leamson, R. (1999). *Thinking about teaching and learning: Developing habits of learning with first year college and university students*. Sterling, VA: Stylus.
- Palmer, P. J. (1998). *The courage to teach: Exploring the inner landscape of a teacher's life*. San Francisco: Jossey-Bass.

Journals on Higher Education (General)

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| <i>AAHE Bulletin (American Association for Higher Education)</i> | <i>Journal of Creative Behavior</i> |
| <i>Adult Education</i> | <i>Journal of Educational Research</i> |
| <i>Adult leadership</i> | <i>Journal of Experimental research</i> |
| <i>ASHE-ERIC Higher Education Report Series</i> | <i>Journal of General Education</i> |
| <i>Change</i> | <i>Journal of Higher Education</i> |
| <i>Chronicle of Higher Education, The</i> | <i>Journal of Instructional Development</i> |
| <i>College Teaching</i> | <i>Journal of the National Academic Advising Association</i> |
| <i>Community and Junior College Journal</i> | <i>Journal of Negro Education</i> |
| <i>Community-Junior College Research Quarterly</i> | <i>Journal of Staff, Program, and Organizational Development</i> |
| <i>Educational Leadership</i> | <i>The Kappan—Phi Delta Kappan</i> |
| <i>Education Record</i> | <i>New Directions for Teaching and Learning</i> |
| <i>Educational Technology</i> | <i>National Teaching & Learning Forum</i> |
| <i>Higher Education Abstracts (con't.)</i> | <i>Personnel and Guidance Journal</i> |
| <i>Initiatives</i> | <i>Research in Higher Education</i> |
| <i>Innovative Higher Education</i> | <i>Resources in Education (ERIC Clearinghouse abstracts)</i> |
| <i>Journal of Adult Education</i> | <i>Review of Educational Research</i> |
| <i>Journal of Classroom Interaction</i> | <i>Review of Higher Education</i> |
| <i>Journal of College Student Development</i> | <i>Review of Research in Education</i> |

Simulation & Games
Simulation/Gaming/News
Studies in Higher Education
Teachers College Record
Teaching Excellence

Telescan
The Teaching Professor
Training and Development Journal
Women in Higher Education

Journals on Higher Education in Social Work

Journal of Social Work Education

Journal of Teaching in Social Work

**Appendix A
Attendance Sheet**

Name _____

The definition of attended a class session is that you were there for the entire session (neither arrived more than 10 minutes late nor left more than 10 minutes early). Unless you are ill or have an (unforeseen) emergency, the first absence results in 5 points subtracted from your final grade and the second in 10 points subtracted from the final grade. Regardless of the reason for absence, three or more absences will 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	
1	Aug. 30	Yes	No
2	Sept. 6	Yes	No
3	Sept. 13	Yes	No
4	Sept. 20	Yes	No
5	Sept. 27	Yes	No
6	Oct. 4	Yes	No
7	Oct. 11	Yes	No
8	Oct. 18	Yes	No
9	Oct. 25	Yes	No
10	Nov. 1	Yes	No
11	Nov. 8	Yes	No
12	Nov. 15	Yes	No
14	Nov. 29	Yes	No

The above is a true reporting of my class attendance.

Signature

Date