

**THE UNIVERSITY OF TEXAS AT AUSTIN  
SCHOOL OF SOCIAL WORK**

**PEDAGOGY IN SOCIAL WORK**

<b>Course Number:</b>	SW 398T	<b>Instructor's name:</b>	Diana DiNitto
<b>Unique Number:</b>	63045	<b>Office Number:</b>	SSW 3.130B
<b>Semester:</b>	Spring 2011	<b>Office Phone:</b>	471-9227
<b>Meeting Time/Place:</b>	W 2:00-5:00 SSW 2.140	<b>E-mail:</b>	ddinitto@mail.utexas.edu
		<b>Office Hours:</b>	W 1:00-2:00 and by appt.

### **I. Standardized Course Description**

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

### **II. Standardized Course Objectives**

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

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

### III. Teaching Methods

A variety of teaching methods will be used, including lecture, discussion, exercises, guest speakers, student presentations, and practice teaching.

### IV. Required Reading

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* (3<sup>rd</sup> ed.). UT Austin: Center for Teaching Effectiveness. Available at <https://webspace.utexas.edu/mss662/398Thandbook/index.html>

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

### V. Course Requirements and Grading

Do each assignment described below. **All final work is due May 11.** If the assignments below do not meet your learning needs, the instructor will be glad to consider alternatives. Please make an appointment to discuss.

#### A. Teaching Experience

In consultation with the pedagogy course instructor, identify an undergraduate course or courses in which you will be able to teach **three** (or more) class sessions of approximately 50 minutes (or more) each. Preferably the course should be one being taught by an experienced instructor. If an appropriate undergraduate course cannot be identified, a graduate course(s) may be used.

1. Each of your teaching experiences should be carefully constructed and should allow you to practice different methods of delivering course content. One session you teach should be a **lecture-type presentation**. Try to make this a presentation that covers a core concept or aspect of social work education such as 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. One session should involve conducting a **class discussion**, and one should allow you to utilize a different type or types of teaching methods, 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 one session in February, one in March, and one in April. After discussing with the instructor(s) of the course(s) you have selected what these three sessions will be, do the following:**
  - a. Submit a brief description (approximately 100 words) of each

session to the pedagogy course instructor **by February 2.**

b.

For each session do the following:

- (i.) develop a detailed lesson plan and outline of the content of approximately 2 to 3 pages; include the list of books, articles, and/or other materials you used as a basis for the class session.
  - (ii.) Identify the CSWE Educational Policy and Accreditation Standards (EPAS) competencies and behaviors you addressed.
  - (iii.) Provide examples of the different levels of Bloom's taxonomy addressed.
  - (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 on May 12.
  - (v.) Utilize a different method to assess each of the three sessions 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** form they can use to evaluate 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 make time to obtain feedback from the instructor(s) of the course(s) in which you teach.
2. Record at least two of the class sessions you teach; one of them should be your lecture. In addition to reviewing and critiquing the recordings yourself, select approximately 15 minutes of one of the recordings for the pedagogy class to review (or several minutes from each of the two recordings). It is your responsibility to make arrangements for recording but we will discuss some options in class. Be sure to test the equipment in our classroom prior to the day you will be showing your recording in class to make sure it will work properly and so as to conserve time. **The videos will be shown during weeks 11, 13, and 14 of the course.**
  3. 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 add.

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.

**The teaching experience assignment is worth 50% of the final course grade.**

## **B. ASPECTS**

The UT Center for Teaching and Learning (CTL) provides graduate students the opportunity to obtain a certificate from Advancing Students' Professional Excellence through Certificates in Teaching Series (ASPECTS) by attending a series of three related sessions and two electives and writing a brief paper. For ASPECTS registration and session information go to:

[http://www.utexas.edu/academic/ctl/gsi/aspects/view\\_sessions.php](http://www.utexas.edu/academic/ctl/gsi/aspects/view_sessions.php)

Note that if a related (required) session is missed it cannot be made up during the semester and a certificate cannot be issued. Check the schedule to make sure that you select sessions that meet at times that fit your schedule. Check with CTL to make sure you allot enough time to receive the certificate. **Submit list and description of sessions attended, your paper, and certificate with final coursework on May 11.**

**The ASPECTS assignment is worth 30% of the final course grade.**

## **C. 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 page) description of the content, and devote about two-thirds of the review to your critical commentary. See bibliography at the end of this syllabus for book suggestions or feel free to choose another book. Check with the instructor so that class members do not duplicate books. You will have 15 minutes of class time for your review—5 minutes to present a brief “elevator” talk and 10 minutes for class questions and discussion. We will strictly adhere to this time limit. Bring enough copies of the review to class for each class member or e-mail members at least 24 hours in advance of class so they can bring to class if they wish. **Your book review is due on the day you present it (weeks 5, 6, and 8 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. Include the book review when you submit all your final work on May 11. If you have revised it, also turn in the first version with the instructor's comments.**

**The book review is worth 10% of the final course grade.**

## **D. 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 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 (Bb) site for you to review. **A draft of your teaching philosophy statement is due April 13. The instructor will review and comment on it. If you wish to revise it, submit the revision with your final work on May 11.**

**The teaching philosophy assignment is worth 10% of the final grade.**

**Criteria for Evaluating Assignments.** Assignments will be evaluated based on evidence of careful, systematic, reasoned thought, which shows (a) use of theoretical and empirical knowledge, (b) an understanding of social work practice and social work education, and (c) the ability to analyze and apply appropriate teaching materials, methods, and/or concepts to the assignment. The following grading criteria will be used as appropriate to the specific assignment:

1. Is the assignment complete, thorough, and theoretically grounded?
2. Is the work well written, well organized, and clearly presented?
3. Does the work reflect a solid understanding of the profession of social work, social work curricula, and well-considered teaching methods?
4. Does the work reflect awareness of adult learning theory and levels of knowledge, skills, and values?
5. Is the work free from spelling, punctuation, and grammatical errors? Has the work been carefully proofread prior to submission?
6. Is there evidence of originality and creative thinking?
7. Where applicable, is APA format used, including non-biased language, and are references cited correctly?

**Grades will be assigned as follows:**

- 94-100=A Work is exceptional with regard to all criteria.  
 90-93=A-  
 87-89=B+ Work is very good or good with regard to all criteria.  
 84-86=B  
 80-83=B-  
 77-79=C+ Work is adequate with regard to all criteria.  
 74-76=C  
 70-73=C-  
 67-69=D+ Work is inadequate with regard to some criteria.  
 64-66=D  
 60-63=D-  
 50-59=F Work is inadequate with regard to most or all criteria.

## **VI. Class Policies**

1. **Professional conduct:** Students' attendance, attention, and participation are expected for all class sessions. Participation includes reading all assigned materials **prior** to the class session and engaging in class discussions and exercises. Lively class discussion is encouraged. Respectful communication is necessary to the learning environment. Please turn off cell phone ringers and refrain from text messaging and other non-class activities. Arriving 10 or more minutes late and/or leaving 10 or more minutes early is considered an absence. **Five points** will be deducted from the final course grade for the first class absence not due to illness, emergency, or observance of a religious holy

day, and an additional **ten points** will be deducted for the second such absence. Regardless of the reason, missing more than two classes will result in a grade of F for the course or the need to withdraw from the course, depending on circumstances and UT Austin policy. **The appendix attached to this syllabus contains the self-report attendance sheet that each student will submit with his or her final course assignments at the end of the semester.** Students are also expected to observe professional codes of conduct with regard to confidentiality, dress, language, and other matters and exercise good judgment while working with others on course assignments.

2. **Observance of religious holy days:** UT Austin policy requires students to notify the instructor 14 days prior to the observance of a holy day. In this class, holy days are not likely to affect submitting assignments or completing work on time, but if there is a concern, see the instructor promptly.
3. **Submitting assignments:** All assignments are to be word-processed (typewritten), usually in 12-point font with reasonable margins or presented in another format appropriate to the assignment (e.g., PowerPoint, video). Assignments are due at the start of the class period; assignments turned in after the start of class will be considered late for that day. Assignment due dates are noted above in Section IV (Course Requirements) and in Section VII (Course Schedule) of the syllabus. Except in the case of illness or (unforeseen) emergency, **five points** will be deducted for each day a draft or final assignment is late (weekend days included). The *Publication Manual of the American Psychological Association* (APA) is the style manual to be used for all assignments. Appropriate referencing (authors, titles, page numbers, etc.) of assignments is required. This includes giving due credit to others when indirect quotes (paraphrasing) and direct (verbatim) quotes are used. Short direct quotes (less than 40 words) must be placed in quotation marks. Long direct quotes (40 or more words) should be indented. Paraphrasing requires more than changing a word or two in a sentence. Failure to give due credit to others will result in a **“0” for the assignment and/or an “F” for the course. Plagiarism is a form of scholastic dishonesty and will be addressed as such. If you do not know how to cite appropriately, please learn before you submit any assignments.**
4. **The University of Texas Honor Code and scholastic dishonesty:** The University of Texas at Austin’s core values are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community. Scholastic dishonesty is a violation of the honor code. It harms the individual, all students, and the integrity of the University. UT Austin’s policies on scholastic dishonesty will be strictly enforced. They are found in *General Information 2010-2011* (<http://registrar.utexas.edu/catalogs/gi10-11/index.html>) and at the Dean of Students, Student Judicial Services’ Website (<http://deanofstudents.utexas.edu/sjs/scholdis.php>). Scholastic dishonesty may result in a report to the Ph.D. Program Director, the Dean of the School of Social Work, and/or the Dean of the Graduate School. Students may receive an “F” for the course and other sanctions in accordance with University policies, including dismissal.
5. **Course modifications:** Should any modifications or changes need to be made to the course (e.g., schedule, assignments), students will be notified in class and/or by e-mail. Students should check their e-mail frequently. Students who are absent from class should check on announcements made in class during their absence.
6. **Students with disabilities:** Students who require accommodations related to a disability should obtain a letter from the Services for Students with Disabilities area of UT’s Division of Diversity and Community Engagement (471-6259 voice or 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/>.

7. **Safety:** As part of professional social work education, class assignments may involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should also notify instructors regarding any safety concerns.
8. **Emergency Evacuation Policy:** Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation: Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building. If you require assistance to evacuate, inform the professor in writing during the first week of class. In the event of an evacuation, follow the professor's instructions. Do not re-enter a building unless given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.
9. **Behavior Concerns Advice Line (BCAL):** If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or go to <http://www.utexas.edu/safety/bcal>.

## VII. Course Schedule

Date	Description	Readings
Week 1 Jan. 19	Student and instructor introductions Course overview (why teach the course this way?) Exercise: What makes a good teacher? 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

<p>Week 2 Jan. 26</p>	<p>Some inspiration for teaching: Dr. Bob Duke on <i>Strategic Confusion</i> (2:00) Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) and CSWE accreditation process Philosophy of education and learning theory <b>Select books for review</b></p>	<p>Council on Social Work Education, 2008 Educational Policy and Accreditation Standards (EPAS) available at <a href="http://www.cswe.org/File.aspx?id=13780">http://www.cswe.org/File.aspx?id=13780</a> and 2002 EPAS at <a href="http://www.cswe.org/cms/13938.aspx">http://www.cswe.org/cms/13938.aspx</a> Lewis &amp; Sweet, Chapter XIV, Microteaching Teaching Svinicki &amp; 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: <a href="http://www.utexas.edu/academic/ctl/">http://www.utexas.edu/academic/ctl/</a></p>
<p>Week 3 Feb. 2</p>	<p>Philosophy of education and learning theory (con't.) <i>Student learning styles: Dr. Karron Lewis</i> (2:00-4:00) Accommodating students with disabilities History and structure of social work education <b>Discussion of the Karger and Stoesz reading for this week will be via Blackboard</b> <b>Submit brief description of the three class sessions you will be teaching</b></p>	<p>Lewis &amp; Sweet, Chapter III, Getting to Know Your Students; Chapter X, Student Learning and Study Skills Svinicki &amp; McKeachie, Chapter 18, Teaching Large Classes; Chapter 20, Teaching Students How to Become More Strategic and Self-Regulated Learners; Chapter 21, Teaching Thinking Browse <i>UTSSW BSW</i> and <i>MSSW Student Handbooks</i> and <i>Field Instructor Manual</i> (available at <a href="http://www.utexas.edu/ssw/aa/forms/">http://www.utexas.edu/ssw/aa/forms/</a>) Karger, H. J., &amp; Stoesz, D. (2003). The growth of social work education programs, 1985-1999: Its impact on economic and education factors related to the profession of social work. <i>Journal of Social Work Education</i>, 39(2), 279-295. Available at UT Libraries Website Begin reading your book for review Browse Websites of: Council on Social Work Education (CSWE) <a href="http://www.cswe.org/">http://www.cswe.org/</a> National Association of Deans and Directors (NADD) <a href="http://www.naddssw.org/">http://www.naddssw.org/</a> Association of Baccalaureate Social Work Program Directors (BPD) <a href="http://www.bpdonline.org/">http://www.bpdonline.org/</a> Group for the Advancement of Doctoral Education in Social Work (GADE) <a href="http://www.gadephd.org/">http://www.gadephd.org/</a> International Association of Schools of Work (IASSW) <a href="http://www.iassw-aiets.org/">http://www.iassw-aiets.org/</a> Society for Social Work and Research <a href="http://www.sswr.org/">http://www.sswr.org/</a></p>



Week 4 Feb. 9	Work on teaching experiences and ASPECTS certificate	Read your book for review. You may wish to read ahead for weeks 5 and 6.
Week 5 Feb. 16	<p>Exercise: Applying Bloom's taxonomy</p> <p>Course planning: Developing syllabi and assignments</p> <p>Effective teaching skills: Strengthening critical thinking and problem-solving abilities, Is lecturing a "no-no"?, Case studies, Collaborative learning</p> <p><b>Book reviews (2)</b> <b>Don't forget to submit teaching materials at least one week before each session you will be teaching</b></p>	<p>Forehand, M. (2005). Bloom's taxonomy: Original and revised. In M. Orey (Ed.). <i>Emerging Perspective on Learning, Teaching, and Technology</i>. Available at <a href="http://projects.coe.uga.edu/epltt/index.php?title=Bloom%27s+Taxonomy">http://projects.coe.uga.edu/epltt/index.php?title=Bloom%27s Taxonomy</a></p> <p>Read the 3 articles on Bloom's Taxonomy in Hoffman, B. (Ed.). <i>Encyclopedia of Educational Technology</i>. Available at <a href="http://www.etc.edu.cn/eet/eet/">http://www.etc.edu.cn/eet/eet/</a></p> <p>Lewis &amp; Sweet, Chapter V, Instructional Design; Chapter VI, Lecturing and Giving Presentations; Chapter VII, Questions and Questioning Techniques; XV Using Case Studies to Teach 398T</p> <p>Svinicki &amp; McKeachie, Chapter 2, Countdown for Course Preparation; 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>
Week 6 Feb. 23	<p>Effective teaching skills (con't.): Leading discussions, Role playing, OSCEs, labs, etc.</p> <p>Class management: How important is decorum in the classroom?</p> <p>Academic dishonesty</p> <p>Gatekeeping in social work education (student behavior and readiness in classroom and field)</p> <p><b>Book reviews (3)</b></p>	<p>Collins, M. E., &amp; Amodeo, M. (2005). Responding to plagiarism in schools of social work: Considerations and recommendations. <i>Journal of Social Work Education, 41</i>(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 <a href="http://chronicle.com/article/Rookies-in-the-Classroom/46155">http://chronicle.com/article/Rookies-in-the-Classroom/46155</a></p> <p>Lewis &amp; Sweet, Chapter IV, Developing Authority as a Teacher; Chapter VIII, Leading Discussions; Chapter XI, One-to-One Work with Students; Chapter XII: Teaching in Laboratory Settings</p> <p>Svinicki &amp; McKeachie, Chapter 5, Facilitating Discussion: Posing Problems, Listening, Questioning; Chapter 13, Dealing with Student Problems and Problem Students; Chapter 19, Laboratory Instruction: Ensuring an Active Learning Experience</p> <p>Urwin, C. A., Van Soest, D., &amp; 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>
Week 7 Mar. 2	Work on teaching experiences and ASPECTS certificate	You may wish to read ahead to future weeks.

<p>Week 8 Mar. 9</p>	<p>True confessions about teaching in different areas of the social work curriculum: Values and ethics, social justice, human behavior and the social environment (HBSE), practice (direct and indirect), social welfare policy and services (SWPS), research, field practicum: <i>Faculty panel</i> <b>Book reviews (2)</b></p>	<p>Social work education entries. (2008). In T. Mizrahi &amp; L. E. Davis (Eds.), <i>Encyclopedia of social work</i> (20<sup>th</sup> ed., Vol. 4, pp. 107-137). Washington, DC: NASW Press &amp; Oxford University Press. Available in LRC or on-line</p>
<p>Week 9 Mar. 16</p>	<p>Spring Break</p>	<p>Relax a little</p>
<p>Week 10 Mar. 23</p>	<p>Work on teaching experiences and ASPECTS certificate</p>	<p>You may wish to read ahead to future weeks.</p>
<p>Week 11 Mar. 30</p>	<p>How faculty assess student learning and performance: Test construction and measurement; conceptualizing and grading written assignments and group projects How students evaluate faculty <b>Teaching presentations (3)</b></p>	<p>Lewis &amp; Sweet, IX, Assessing Student Learning Svinicki &amp; 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 12 Apr. 6</p>	<p>Work on teaching experiences and ASPECTS certificate</p>	<p>You may wish to read ahead to future weeks.</p>
<p>Week 13 Apr. 13</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: Guest speakers <b>Teaching presentations (2)</b> <b>Draft of teaching philosophy due</b></p>	<p>Bauman, M. G. (2002, July 12). Crossing the fine line between teacher and therapist. <i>Chronicle of Higher Education</i>, p. B20. Available at UT Libraries Website Chessler, M.A. (1997). Perceptions of faculty behavior by students of color. Available at <a href="http://www.crlt.umich.edu/publinks/CRLT_no7.pdf">http://www.crlt.umich.edu/publinks/CRLT_no7.pdf</a> Svinicki &amp; 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>

Week 14 Apr. 20	Technology in social work education Teaching social work in different types of colleges/universities (size; auspices; research intensity) Or other topic(s) of your choice <b>Teaching presentations (3)</b>	Lewis & Sweet, Chapter XIII, Using Instructional Technology Svinicki & McKeachie, Chapters 17, Technology and Teaching
Week 15 Apr. 27	Work on teaching experiences and ASPECTS certificate	You may wish to read ahead to week 16.
Week 16 May 4	This is your life as a college university teacher: Reflections on the course Future of social work education Celebrating teaching Course Instructor Evaluation	Berger, D. (2003). Forum on Science and Technology. And Now For Something Completely Different. Phi Kappa Phi Forum, 83(1), 8-9. Available at UT Libraries Website. Also available at <a href="http://www.bluffton.edu/~bergerd/essays/different.html">http://www.bluffton.edu/~bergerd/essays/different.html</a> Michael, R. (2002, July 12). Dreams failed and fulfilled. Chronicle of Higher Education, 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? Advances in Social Work, 6(1), 17-23. Available at UT Library Website.
May 11	All final work due	

## VII. Evaluation of Instructor

At mid-term, students will be asked to provide feedback on the course. At the end of the term, students will be asked to complete the official Course Instructor Survey (CIS) of the University of Texas at Austin School of Social Work. I am also available during office hours and at other mutually agreeable times to discuss the course with you.

## VIII. Bibliography

### Books (brief list)

Anderson, L. W., Krathwohl, D. R., Airasian, P. W., Cruikshank, K. A., Mayer, R. E., Pintrich, P. R., Raths, J., & Wittrock, M. C. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*, Abridged edition. New York: Longman.

Bloom, A. (1987). *The closing of the American mind*. New York: Simon & Schuster.

Brookfield, S. D. (1995). *Becoming a critically reflective teacher*. San Francisco: Jossey Bass.

Finkel, D. L. (2000). *Teaching with your mouth shut*. Portsmouth, NH: Boynton/Cook.

Kimball, R. (1998). *Tenured radicals: How politics has corrupted our higher education*. Chicago: Elephant Paperbacks.

Leamson, R. (1999). *Thinking about teaching and learning: Developing habits of learning with first year college and university students*. Sterling, VA: Stylus.

Palmer, P. J. (1998). *The courage to teach: Exploring the inner landscape of a teacher's life*. San Francisco: Jossey Bass.

### **Journals on Higher Education (General)**

*AAHE Bulletin (American Association for Higher Education)*

*Adult Education*

*Adult leadership*

*ASHE-ERIC Higher Education Report Series*

*Change*

*Chronicle of Higher Education, The College Teaching*

*Community and Junior College Journal*

*Community-Junior College Research Quarterly*

*Educational Leadership*

*Education Record*

*Educational Technology*

*Higher Education Abstracts (con't.)*

*Initiatives*

*Innovative Higher Education*

*Journal of Adult Education*

*Journal of Classroom Interaction*

*Journal of College Student Development*

*Journal of Creative Behavior*

*Journal of Educational Research*

*Journal of Experimental research*

*Journal of General Education*

*Journal of Higher Education*

*Journal of Instructional Development*

*Journal of the National Academic Advising Association*

*Journal of Negro Education*

*Journal of Staff, Program, and Organizational Development*

*The Kappan-Phi Delta Kappan New Directions for Teaching and Learning*

*National Teaching & Learning Forum*

*Personnel and Guidance Journal*

*Research in Higher Education*

*Resources in Education (ERIC Clearinghouse abstracts)*

*Review of Educational Research*

*Review of Higher Education*

*Review of Research in Education*

*Simulation & Games*

*Simulation/Gaming/News*

*Studies in Higher Education*

*Teachers College Record*

*Teaching Excellence*

*Telescan*

*The Teaching Professor*

*Training and Development Journal*

*Women in Higher Education*

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

*Journal of Social Work Education*

*Journal of Teaching in Social Work*

### **Other Resources**

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

**Appendix:  
Attendance Sheet**

**Name** \_\_\_\_\_

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

Week	Date	Attended Circle yes or no	
1	Jan. 19	Yes	No
2	Jan. 26	Yes	No
3	Feb. 2	Yes	No
5	Feb. 16	Yes	No
6	Feb. 23	Yes	No
8	Mar. 9	Yes	No
11	Mar. 30	Yes	No
13	Apr. 13	Yes	No
14	Apr. 20	Yes	No
16	May 4	Yes	No

The above is a true reporting of my class attendance.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date