

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

<b>Course Number:</b>	398T	<b>Instructor:</b>	Diana DiNitto
<b>Semester:</b>	Fall 2012	<b>Contact Information:</b>	SSW 3.130B <a href="mailto:ddinitto@mail.utexas.edu">ddinitto@mail.utexas.edu</a> 512-471-9227
<b>Meeting Place:</b>	SSW 2.132	<b>Unique Number:</b>	63200
<b>Meeting Times:</b>	TH 1:30–4:30	<b>Office Hours:</b>	TU 1:45–2:15, 5:15-6:00; TH 4:30-5:30; & 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* (3<sup>rd</sup> 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 concept of social insurance and social insurance programs; how to develop a research hypothesis; a theory of human development or a theory or method of direct practice, social administration, community organization, or policy practice) from a fishbowl and make a 40-minute in class presentation on the topic that demonstrates knowledge of learning theory and 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 social work course or courses in which you will be able to teach **two** (or more) class sessions of approximately 50 minutes (or more) each (see the UTSSW's BSW course schedule or that of another social work program for possibilities). Preferably the course will be one being taught by an experienced instructor. If an appropriate undergraduate course cannot be identified, a graduate course(s) may be used. If you are a teaching assistant (TA), you may use that class if you can meet the assignment requirements by doing so. Each teaching experience should be carefully constructed and should allow you to utilize 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 (EPAS will be discussed during week 2 of class).
  - (iii.) Identify the levels of Bloom's taxonomy you will address and provide examples from your class session (Bloom's taxonomy will be discussed during week 4 of class).
  - (iv.) Develop other materials such as a PowerPoint presentation, handout, and/or discussion guide, depending on the class session. **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? You can also utilize open-ended questions such as: What was the most important thing you learned from the class? How could the presenter improve the session? You can utilize an existing assessment form, modify an existing form, or devise the form yourself. **At least one of these 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. Since class time is tightly scheduled, make sure you know how to use the camera **before** you record yourself and be sure you know how to play back your recording(s) in our classroom **prior** to the day you will showing your recording in class. **The videos will be shown during weeks 10, 11, 14 and 15 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 for approval and so that class members do not duplicate books. You will have 15 minutes of class time for your review—5 minutes to present a brief “elevator” talk and 10 minutes for class questions and discussion. We will strictly adhere to this time limit. Bring enough copies of the review to class for each class member or e-mail your review to class members at least 24-hours in advance of class. **Your book review is due on the day you present it (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 departments other than social work, 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. Include it with the rest of your final work on December 6 whether or not you revise it.**

**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 does it reflect a clear understanding of adult learning theory and practice?
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 course assignments.
2. **Attendance:** Arriving late and/or leaving early are considered an absence. **Five points** will be deducted from the final course grade for the first class absence not due to illness, (unforeseen) emergency, or observance of a religious holy day, and an additional **ten points** will be deducted for the second such absence (attending weddings and family reunions or work conflicts are generally not cause for an excused absence; please plan in advance so that you can attend class). Generally, missing 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 completing work or submitting assignments, but if there is a concern, see the instructor promptly. Students who must miss a class, examination, work assignment, or project to observe a religious holy day will be given an opportunity to complete the missed work within a reasonable amount of time after the absence.
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 2011-2012* (<http://registrar.utexas.edu/catalogs/gi11-12>) 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, the Dean of the Graduate School, and/or Student Judicial Services. Students may receive an “F” for the course and other sanctions in accordance with University policies, including dismissal from 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/instructor in writing during the first week of class. In the event of an evacuation, follow the instructions of faculty or class instructors. 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. For more information on emergency procedures and evacuation routes, go to <http://www.utexas.edu/emergency/>.
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 also welcome at other times during 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> Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) and CSWE accreditation process: Clinical Prof. Jane Kretzschmar Exercise on EPAS competencies and practice behaviors Philosophy of education and learning theory <b>Select books for review</b> <b>Select topics for in-class teaching presentations</b> <b>Discuss Blackboard discussion assignment for next week</b>	Council on Social Work Education, 2008 Educational Policy and Accreditation Standards (EPAS) available at <a href="http://www.cswe.org/Accreditation/2008EPASDescription.aspx">http://www.cswe.org/Accreditation/2008EPASDescription.aspx</a> and 2001 EPAS at <a href="http://www.cswe.org/Accreditation/Candidacy/Candidacy-2001EPAS.aspx">http://www.cswe.org/Accreditation/Candidacy/Candidacy-2001EPAS.aspx</a> Lewis & Sweet, Chapter XIV, Microteaching Teaching Svinicki & McKeachie, Chapter 11, Motivation in the College Classroom Tesh, M. Evidence-based practice for social work teaching, available at <a href="http://www.youtube.com/watch?v=n0il8HrxpE">http://www.youtube.com/watch?v=n0il8HrxpE</a> Peruse UTSSW self-study (reaccreditation) materials at <a href="http://www.utexas.edu/ssw/deansoffice/policies/protect/self-study">www.utexas.edu/ssw/deansoffice/policies/protect/self-study</a> Peruse Websites of: Chronicle of Higher Education (available at UT Libraries Website) National Teaching and Learning Forum (available at UT Libraries Website) UT Austin Center for Teaching and Learning : <a href="http://www.utexas.edu/academic/ctl/">http://www.utexas.edu/academic/ctl/</a> including Becoming a College Teacher, section on Classroom Climate: <a href="http://www.ctl.utexas.edu/becoming/">http://www.ctl.utexas.edu/becoming/</a>

<p>Week 3 Sept. 13</p>	<p>Philosophy of education and learning theory (cont.) <i>Dr. Karron Lewis on Student learning styles: (1:30-3:30)</i> Teaching students with disabilities <b>Discussion of the Karger and Stoesz reading for this week will be via Blackboard and in class</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 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, 39</i>(2), 279-295. Available at UT Libraries Website OR Stoesz, D., Karger, H. J., &amp; 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) <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>
<p>Week 4 Sept. 20</p>	<p>Bloom's taxonomy revised Exercise: Applying Bloom's revised taxonomy Course planning: Developing syllabi and assignments <b>Book reviews (4)</b></p>	<p>Lewis &amp; Sweet, Chapter V, Instructional Design Svinicki &amp; 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 <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> 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> (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 <b>Book reviews (4)</b> <b>Submit descriptions of sessions you will be teaching in other faculty members’ classes. (Don’t forget to submit teaching materials at least one week before each session you will be teaching.)</b></p>	<p>Lewis &amp; Sweet, Chapter VI, Lecturing and Giving Presentations; Chapter VII, Questions and Questioning Techniques; XV Using Case Studies to Teach 398T Svinicki &amp; McKeachie, Chapter 4, Reading As Active Learning; Chapter 6, How to Make Lectures More Effective; Chapter 14, Active Learning: Group-Based Learning; Chapter 15, Experiential Learning: Case-Based, Problem-Based, and Reality-Based UT Austin Center for Teaching and Learning, Becoming a College Teacher, section on Lecture: <a href="http://www.ctl.utexas.edu/becoming/">http://www.ctl.utexas.edu/becoming/</a></p>
<p>Week 6 Oct. 4</p>	<p>Effective teaching skills (cont.): Leading discussions, Role-playing, OSCEs and labs, Teaching with technology, etc. <b>In-class teaching presentations (2)</b></p>	<p>Lewis &amp; Sweet, Chapter VIII, Leading Discussions; Chapter XI, One-to-One Work with Students; Chapter XII: Teaching in Laboratory Settings; Chapter XIII, Using Instructional Technology Svinicki &amp; McKeachie, Chapter 5, Facilitating Discussion: Posing Problems, Listening, Questioning; Chapter 17, Technology and Teaching; Chapter 19, Laboratory Instruction: Ensuring an Active Learning Experience UT Austin Center for Teaching and Learning, Becoming a College Teacher, sections on Discussion and Technology: <a href="http://www.ctl.utexas.edu/becoming/">http://www.ctl.utexas.edu/becoming/</a></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> <b>In-class teaching presentations (1)</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 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) <b>In-class teaching presentations (2)</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</i>, 41(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 <a href="http://chronicle.com/article/Rookies-in-the-Classroom/46155">http://chronicle.com/article/Rookies-in-the-Classroom/46155</a> Lewis &amp; Sweet, Chapter IV, Developing Authority as a Teacher Svinicki &amp; McKeachie, Chapter 13, Dealing with Student Problems and Problem Students; 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</i> 26(1/2), 163-180. Available at UT Libraries Website.</p>



Week 9 Oct. 25	<b>In-class teaching presentations (3)</b>	
Week 10 Nov. 1	How faculty assess student learning and performance: Test construction and measurement; conceptualizing and grading written assignments and group projects How students evaluate faculty <b>Video teaching presentations (2)</b>	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. UT Austin Center for Teaching and Learning, Becoming a College Teacher, section on Assessment: <a href="http://www.ctl.utexas.edu/becoming/">http://www.ctl.utexas.edu/becoming/</a>
Week 11 Nov. 8	Ethics of faculty life Academic freedom and responsibility Being a teacher while being a scholar and providing service Addressing student and faculty diversity <b>Video teaching presentations (2)</b>	Bauman, M. G. (2002, July 12). Crossing the fine line between teacher and therapist. <i>Chronicle of Higher Education</i> , p. B20. Available at UT Libraries Website. Berger, D. (2003). Forum on Science and Technology. And Now For Something Completely Different. <i>Phi Kappa Phi Forum</i> , 83(1), 8-9. Available at UT Libraries Website. Also available at <a href="http://www.bluffton.edu/~bergerd/essays/different.html">http://www.bluffton.edu/~bergerd/essays/different.html</a> 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> (if document is not readable, try another Web browser). 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 Svinicki & McKeachie, Chapter 12, Teaching Culturally Diverse Students; Chapter 22, The Ethics of Teaching and the Teaching of Ethics
Week 12 Nov. 15	Teaching social work in different types of colleges/universities (size; auspices; research intensity) <b>OR</b> topics of your choice Discussion of teaching philosophy statements <b>Draft of teaching philosophy statement due</b>	
Week 13 Nov. 22	<b>Enjoy the Thanksgiving holiday</b>	
Week 14 Nov. 29	<b>Video teaching presentations (3)</b>	
Week 15 Dec. 6	<b>Video teaching presentation (1)</b> This is your life as a college university teacher: Reflections on the course Future of social work education Celebrating teaching Course Instructor Evaluation <b>All final work due</b>	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.

## IX. Bibliography

### Books (brief list)

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- Anastas, J. W. (2010). *Teaching in social work: An Educators' guide to theory and practice*. New York: Columbia University Press.
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- Galbraith, M. W. (2008). *College teaching: Developing perspective through dialogue*. Malabar, FL: Krieger Publishing
- Hersh, R., & Merrow, J. (2005). *Declining by degrees: Higher education at risk*. New York: Palgrave MacMillan.
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- Kramer, G. L., & associates. (2007). *Fostering student success in the campus community*. San Francisco: Jossey-Bass.
- Leamson, R. (1999). *Thinking about teaching and learning: Developing habits of learning with first year college and university students*. Sterling, VA: Stylus.
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### Journals, Newspapers, Newsletters, and Other Resources on Higher Education (Selected, General)

*Academe: Magazine of the AAUP*

*Academy of Educational Leadership Journal*

*AAHE Bulletin (American Association for  
Higher Education)*  
*Adult Education Quarterly*  
*ASHE (Association for the Study of Higher  
Education) Higher Education Report series*  
*Change: The Magazine of Higher Learning*  
*Chronicle of Higher Education, The*  
*College Teaching*  
*Community College Journal of Research and  
Practice*  
*Community College Enterprise*  
*Community College Review*  
*Community College Week*  
*Educational Leadership*  
*Educational Research*  
*Educational Research Review*  
*Educational Resources Information Center  
(ERIC)*  
*Educational Technology Research and  
Development*  
*Higher Education Abstracts*  
*Higher Education Resource Hub*  
*Higher Education Studies*  
*Innovative Higher Education*  
*Journal of Classroom Interaction*  
*Journal of College Student  
Development*

*Journal of Creative Behavior*  
*Journal of Educational Research*  
*Journal of Excellence in College Teaching*  
*Journal of Further and Higher Education*  
*Journal of General Education*  
*Journal of Higher Education*  
*Journal of Negro Education*  
*Journal of Women in Educational  
Leadership*  
*Journal on Excellence in College Teaching*  
*Mentor, The*  
*NACADA Journal (Journal of the National  
Academic Advising Association)*  
*New Directions for Community Colleges*  
*New Directions for Teaching and Learning*  
*National Teaching & Learning Forum*  
*Phi Delta Kappan*  
*Phi Kappa Phi Forum*  
*Research in Higher Education*  
*Review of Educational Research*  
*Review of Higher Education*  
*Review of Research in Education*  
*Studies in Higher Education*  
*Teachers College Record*  
*Teaching in Higher Education*  
*Teaching Professor, The*  
*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. 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		If you have an excused absence, you may state the reason here to remind the instructor if you wish.
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	
13	Nov. 22	Holiday		
14	Nov. 29	Yes	No	
15	Dec. 6	Yes	No	

The above is a true reporting of my class attendance.

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Signature

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Date