

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 2019	<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 2.140	<b>Unique Number:</b>	60205
<b>Meeting Times:</b>	TH 2:30–5:30	<b>Office Hours:</b>	TH 12:15-2:15 & by appt.

### I. Course Description

This is a required course for all doctoral students in the School of Social Work. The course focuses on social work curriculum policy and curriculum issues, course development and content, teaching techniques, and classroom management. The course emphasizes skill as well as conceptual content and theory.

### II. 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).

### III. Teaching Methods

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

### IV. Readings

#### Required:

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

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

Svinicki, M., & McKeachie, W. J. (2014). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers* (14th ed.). Belmont, CA: Cengage.

Other required readings and their availability are indicated in section IX of this syllabus (Course Calendar)

## V. Course Assignments and Student Evaluation

Do each assignment described below. **All final work is due on December 5.** If other assignments might better meet your learning needs, see the instructor to discuss possible alternatives.

### A. Teaching Credentials

1. **Required: Teaching Preparation Series (worth 15% of the final course grade):** Earn either the 3-session Teaching Preparation Certificate or the 7-session Advanced Teaching Preparation Certificate from the UT Austin Faculty Innovation Center (FIC). See <http://bit.ly/fall19tps> and we will discuss in class. We will also discuss your experiences in these sessions throughout the semester. **Submit a copy of your certificate with your final coursework on December 5.**
2. **Optional: Inclusive Classrooms Leadership Certificate Seminar:** This 2-session credential is provided through the UT Austin Division of Diversity and Community Engagement. Participation is optional because there may not be sufficient spaces to accommodate everyone in our class. We will discuss information about participation in class. We will also discuss the experiences of those who participate in these sessions during the semester. This semester's sessions are scheduled on Monday, September 23 and Wednesday, September 25, 2019 from 9:00–10:50 am and Tuesday, November 19 and Thursday, September 21, 2019 from 10 am–12 pm. The online application will be available approximately two weeks prior to the seminars. You may submit a copy of your certificate with your final coursework on December 5.

### B. Teaching Experiences

1. **Microteaching in our class (worth 10% of the final course grade):** Each student will conduct a 45-minute in-class teaching session on a topic that will help class members learn a skill. The session should demonstrate knowledge of learning theory and include two or more teaching methods/techniques. The topic may be one of your choosing or, if you prefer, the instructor will assign a social work skill for you to teach. We will discuss this assignment further during our class. **No later than week 4 of the semester (September 19), provide the course instructor a one-paragraph description of your topic and the methods you plan to use to teach the material. These presentations will be made on Weeks 6 (October 3) and 8 (October 17) of the course.**
2. **Teaching in other classes (worth 45% of the final course grade):** In consultation with the pedagogy course instructor, identify a foundation undergraduate social work course/s taught by an experienced instructor/s in which you will be able to teach **two** (or more) class sessions of at least 50 minutes each (see the SHSSW's BSW course schedule or that of another nearby accredited social work education program or community college offering social work courses for possibilities). If an appropriate foundation undergraduate course cannot be identified, another undergraduate course/s or a graduate course/s may be used. If you are a teaching assistant (TA) for a foundation course, you may use that class if you can meet the assignment requirements by doing so. Each teaching experience should be carefully constructed and should allow you to utilize at least two different teaching/learning methods to provide course content. One session you teach should include at least a brief lecture-type presentation, preferably one that covers a core concept or aspect of social work education. Sessions may also include a guided class discussion, demonstration of a practice technique, a collaborative learning group, or other method(s). The sessions may be taught in a traditional classroom or online. Try to arrange your teaching so that you teach no sooner than mid-October to give you sufficient time to learn more about teaching and to fully prepare for the teaching experience. **After discussing the topics you will cover with the instructor/s of the course/s you have chosen, do the following:**
  - a. Submit a brief description (approximately 150 words) for each session to the pedagogy course instructor **by October 3 (Week 6 of our class).**

- b. For each session you will teach, develop a detailed lesson plan and outline of the content of approximately 2 pages that should be provided to the 398T course instructor and instructor of the course in which you will be teaching for review, feedback, and any necessary revisions **two weeks before you will teach the class session** (or another date agreed on with the instructor of the course in which you will be teaching) that includes:
- Specific learning objectives to be achieved during the class using Bloom's taxonomy terminology (we will discuss Bloom's taxonomy in Week 2). **At least one objective for at least one class session should specifically focus on diversity, inclusion, and/or social justice.** Be sure to note what levels of Bloom's taxonomy are being addressed and include examples from your class session.
  - CSWE Educational Policy and Accreditation Standards (EPAS) competencies and behaviors to be addressed, including examples from your class session (we will discuss EPAS in Week 3 of our class).
  - Materials developed for the session (e.g., PowerPoint presentation, handout, discussion guide/questions, case study).
  - A list of books, articles, and/or other materials used as a basis for the class session.
  - Method/s you will use to evaluate each class session. **Utilize a different method to assess each class you teach** (e.g., a short quiz to test students' knowledge of the material, a "one-minute paper" that students write describing what they learned, a **short** Likert scale form students can use to evaluate the session [questions might include: How would you rate the presenter's teaching style?, How clear was the material?, etc. You can also utilize open-ended questions such as: What was the most important thing you learned from the class? How could the presenter improve the session?]). You may utilize an existing assessment form, modify an existing form, or devise the form yourself. **At least one of these assessment methods should provide students and the instructor(s) in whose course(s) you are teaching an opportunity to give direct feedback on your teaching. Be sure to have the students and the course instructor/s evaluate the objective you developed on diversity, inclusion, and/or social justice.**
- c. After teaching each class session, make notes about your experience (e.g., strengths, challenges) including anything you would modify if you taught the session again.
- d. Record at least part of one or both class sessions you teach, but **do not include students in the video (we will discuss taping procedures in class)**. If you wish, an easy to operate camera is available for your use from the pedagogy course instructor. In addition to reviewing and critiquing the recording(s) yourself, select approximately 10 to 15 minutes of one recording or several minutes from each recording you made for the pedagogy class to review. Since class time is limited, be sure you know how to use the camera **before** you record yourself and be sure you know how to playback your recording(s) before you show your recording(s) in our class. **The videos will be shown during Weeks 12 and 13 (November 14 and 21, respectively).**
- e. **During our last class period, turn in all your work (including the assessments of your teaching sessions) and include a single-spaced paper of approximately two pages describing your teaching experiences, what you learned from them, how you would improve your teaching, and any other comments you wish to include.**

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

### C. Book Review (worth 15% of final grade)

Read a book on teaching in higher education (such as one on a philosophy of or approaches to teaching or on issues in teaching) and write a review of one single-spaced page. Include a brief (about one-third to one-half page) description of the content, and devote the other one-half or two-thirds of the review to your critical commentary on how well the author/s met the book's objectives and the book's usefulness.

Consider commenting on the extent to which the book addresses diversity, inclusion, and social justice in teaching. See the bibliography at the end of this syllabus for book suggestions or choose another book. Check your selection with the instructor for approval and to avoid duplicate selections by class members. You will have 15 minutes of class time for your review—5 minutes to present a brief “elevator” talk and 10 minutes for class questions and discussion. We will strictly adhere to this time limit. Bring enough copies of the review to class for each class member or email your review to class members via the course Canvas site or post it at the course Canvas site at least 24-hours in advance of class. These reviews are for class use only and should not be shared with others without the author’s permission. **Book reviews are due on Weeks 9 and 10 (October 24 and 31). The instructor will read, critique, and grade your review. If you wish, revise and resubmit it, and the instructor will grade it again. If you revise your book review, also turn in the original review with the instructor’s comments. Include the book review when you submit all your final course work.**

#### D. Teaching Philosophy Statement (worth 15% of the final grade)

Write a statement of your philosophy of teaching social work in higher education (approximately 1- to 2-single-spaced pages) including information on how you will approach diversity, inclusion, and social justice in your teaching. We will discuss development of such statements in class and examples of teaching philosophies will be made available. Also, see the UT Faculty Innovation Center’s webpage on teaching philosophy statements (<https://facultyinnovate.utexas.edu/teaching-statement>). You may also wish to attend the FIC’s sessions on developing a teaching philosophy statement and diversity statement. If you have not had extensive prior higher education teaching experience, you can think of this assignment as a description of the way you expect to approach teaching. **A draft of your statement is due on Week 12 (November 14). The instructor will review and comment on it. You may revise it if you wish. Include it with your final work whether or not you revise.**

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

1. Is the assignment complete, i.e., have all instructions for the assignment been followed?
2. Is the assignment thorough, clearly presented, logically organized, carefully proofread, i.e., free from spelling, punctuation, and grammatical errors, and where applicable, are American Psychological Association (APA) guidelines followed, including non-biased language and references cited correctly?
3. Does the work reflect a solid understanding of the profession of social work and social work education?
4. Is the work theoretically grounded, and does it reflect a clear understanding of adult learning theory and practice?
5. Is there evidence of originality and creative thinking?

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

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

## VI. University Policies

**THE UNIVERSITY OF TEXAS HONOR CODE.** The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

**PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM.** The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

**UNANTICIPATED DISTRESS.** Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

**POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION.** Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

**POLICY ON SCHOLASTIC DISHONESTY.** Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the

University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students:

<https://studentaffairs.utexas.edu/>.

**USE OF COURSE MATERIALS.** The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

**DOCUMENTED DISABILITY STATEMENT.** Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

**RELIGIOUS HOLIDAYS.** By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

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

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

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

**USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS.** Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which



may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://cio.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

**SAFETY.** As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

**BEHAVIOR CONCERNS ADVICE LINE (BCAL).** If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

**EMERGENCY EVACUATION POLICY.** Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

## VII. Course Policies

**Professional conduct:** Your attendance, attention, and participation are expected for all class sessions. Participation includes reading all assigned materials prior to the class session and engaging in class discussions and exercises. Lively class discussion is encouraged. Respectful communication is necessary to the learning environment. Please turn off cell phone ringers and refrain from text messaging and other non-class activities. Students are also expected to observe professional codes of conduct with regard to confidentiality, dress, language, and other matters and exercise good judgment while working with other instructors, classes, organizations, or other entities on course assignments.

**Course modifications:** Should any modifications or changes need to be made to the course (e.g., calendar, assignments), students will be notified in class and/or by email. Students should check their email frequently, and students who are absent from class should check on announcements made in class during their absence.

**Attendance:** Arriving late and/or leaving early are considered an absence. **Ten points** will be deducted from the final course grade for the first class absence not due to illness, an (unforeseen) emergency, or observance of a religious holiday, and an additional **ten points** will be deducted for the second such absence (attending weddings and family reunions or work conflicts are generally not cause for an excused absence; please plan in advance so that you can attend class). Generally, missing two or more classes will result in an F for the course or the need to withdraw from the course regardless of circumstances. **Appendix A contains the self-report attendance sheet that each student will submit with her or his final course assignments at the end of the semester.**

### Submitting assignments:

- All papers should be word-processed (typed) and usually in 12-point font; single- or double-spaced, depending on the assignment; and with reasonable margins, or presented in another format appropriate to the assignment (e.g., a PowerPoint presentation).
- Assignment due dates are noted in the course calendar. Assignments are due in hard copy at the start of the class period. Unless **prior** arrangements have been made with the instructor or in the case of illness

or (unforeseen) emergency, assignments turned in after the start of class will be considered late for that day. **Five points** will be deducted for each day an assignment is late (weekend days included).

- The current *Publication Manual of the American Psychological Association* (APA) is the style manual to be used unless another referencing style is more appropriate for the assignment.
- Appropriate referencing of citations (authors, titles, page numbers, etc.) is required. This includes giving due credit to others when indirect quotes (paraphrasing) and direct (verbatim) quotes are used. Short direct quotes (less than 40 words) must be placed in quotation marks. Long direct quotes (40 or more words) must be indented. Paraphrasing requires more than changing a word or two in a sentence. Failure to give due credit to others will result in a **“0” for the assignment or an “F” for the course.**

**Plagiarism is a form of academic dishonesty and will be addressed as such (also see the next item on this list and the UT policy on academic dishonesty at**

<http://deanofstudents.utexas.edu/conduct/academicintegrity.php>). **If you do not know how to cite appropriately, please learn how to do so before you submit any assignments.**

**Scholastic Dishonesty:** Scholastic dishonesty may result in a report to the Ph.D. Program Director, the Dean of the School of Social Work, the Dean of the Graduate School, and/or Student Judicial Services. Students may receive an “F” for the course and other sanctions in accordance with university policies, including dismissal from UT Austin.

## VII. Course Calendar

Date	Content and Assignments	Readings
Week 1	<b>Getting started</b>	Syllabus (please bring a hard or electronic copy to class)
Aug. 29	What to do on the first-class day  Student and instructor introductions  Exercise: What makes a good teacher and what makes a good student?  Course overview (why teach the course this way?)  History of social work education	Svinicki & McKeachie, Preface; Chapter 1: Introduction; Chapter 3: Meeting a Class for the First Time  Brandzel, A. L. (2017, July 30). Award-winning teachers reflect on their training. <i>The Chronicle of Higher Education</i> . Available at UT Libraries website.  Curzan, A. (2017, August 10). When will we talk about the syllabus? From the Lingua Franca blog. <i>The Chronicle of Higher Education</i> . Available at <a href="http://www.chronicle.com/blogs/linguafranca/2017/08/10/when-will-we-talk-about-the-syllabus/">http://www.chronicle.com/blogs/linguafranca/2017/08/10/when-will-we-talk-about-the-syllabus/</a>  Lang, J. M. (2019). How to teach a good first day of class. <i>The Chronicle of Higher Education</i> . Find this and other <i>Chronicle advice guides</i> at <a href="https://www.chronicle.com/specialreport/Chronicle-Advice-Guides-Get/234">https://www.chronicle.com/specialreport/Chronicle-Advice-Guides-Get/234</a>  Social work education entries in Mizrahi, T., & Davis, L. E., (Eds.). (2008). <i>Encyclopedia of social work</i> (20 <sup>th</sup> ed., Vol. 4, pp. 107-137). Washington, DC: NASW Press & Oxford University Press. Available in the Learning Resource Center.



<p>Week 2 Sept. 5</p>	<p><b>Philosophy of education and learning theory</b></p> <p>Inspiration for teaching: Dr. Bob Duke 2:30-3:30</p> <p>Tesh, M. Evidence-based practice for social work teaching. Available at <a href="http://www.youtube.com/watch?v=n0iil8HrxpE">http://www.youtube.com/watch?v=n0iil8HrxpE</a></p> <p>Bloom's taxonomy revised</p> <p>Course planning, syllabus preparation, and universal design</p>	<p>Svinicki &amp; McKeachie, Chapter 2: Countdown for Course Preparation; Chapter 11: Motivation in the College Classroom; Chapter 20: Teaching Students How to Become More Strategic and Self-regulated Learners; Chapter 21: Teaching Thinking</p> <p>Forehand, M. (2010). Chapter 3. Bloom's taxonomy. In M. Orey (Ed.). <i>Emerging perspectives on learning, teaching, and technology</i>. Available at <a href="https://textbookequity.org/Textbooks/Orey_Emergin_Perspectives_Learning.pdf">https://textbookequity.org/Textbooks/Orey_Emergin_Perspectives_Learning.pdf</a></p> <p>UT Austin Faculty Innovation Center (FIC): See sections "An Effective Syllabus" and "Graphic Syllabus" under Instructional Strategies at the Center's homepage: <a href="http://facultyinnovate.utexas.edu">http://facultyinnovate.utexas.edu</a> Also, browse the FIC website to learn about the other resources it offers.</p> <p>Browse websites of: Chronicle of Higher Education (available at UT Libraries Website) National Teaching and Learning Forum (available at UT Libraries Website)</p>
<p>Week 3 Sept. 12</p>	<p><b>Philosophy of education and learning theory (cont.) and effective teaching and learning methods and techniques</b></p> <p>Accreditation: What's It All About? Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) and CSWE accreditation process: Dr. Rowena Fong 3:45-4:45</p> <p>Is lecturing a "no-no"?</p> <p>Case studies, collaborative learning, discussions, standardized patient training, the flipped classroom, role-playing, labs, and more</p> <p>Preparing for microteaching</p>	<p>Svinicki &amp; McKeachie, Chapter 6: How to Make Lectures More Effective</p> <p>Review materials in the section on Instructional Strategies at UT Austin Faculty Innovation Center: <a href="https://facultyinnovate.utexas.edu">https://facultyinnovate.utexas.edu</a></p> <p>Council on Social Work Education: Educational Policy and Accreditation Standards (EPAS): 2015: <a href="https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx">https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx</a></p> <p>Robbins, S. P. (2014). From the editor—Accreditation, competency-based education, and EPAS revisions. <i>Journal of Social Work Education</i>, 50, 581-586. Available at UT Libraries Website.</p> <p>Browse Websites of: Association of Baccalaureate Social Work Program Directors (BPD): <a href="http://www.bpdonline.org/">http://www.bpdonline.org/</a> Council on Social Work Education (CSWE): <a href="https://www.cswe.org/">https://www.cswe.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 Social Work (IASSW): <a href="https://www.iassw-aiets.org/">https://www.iassw-aiets.org/</a> National Association of Deans and Directors of Schools of Social Work (NADD): <a href="http://www.naddssw.org">http://www.naddssw.org</a> Society for Social Work and Research: <a href="http://www.sswr.org/">http://www.sswr.org/</a></p>

<p>Week 4 Sept. 19</p>	<p><b>Philosophy of education and learning theory (cont.)</b></p> <p>Student learning styles/preferences and instructor teaching styles/preferences: Dr. Karron Lewis 2:30-3:45</p> <p>Student and faculty diversity</p> <p>Exercise: Putting Bloom's taxonomy, EPAS, and learning and teaching styles/preferences together</p> <p><b>Submit description of microteaching presentation</b></p>	<p>Svinicki &amp; McKeachie, Chapter 12: Teaching Culturally Diverse Students; Chapter 18: Teaching Large Classes (You Can Still Get Active Learning)</p> <p>San Diego State University. (2008, April). Helping faculty teach diverse students and diverse topics effectively: Principles and Guidelines. Available at <a href="https://newscenter.sdsu.edu/diversity/files/00327-Helping_Faculty_Teach_Diverse_Students.pdf">https://newscenter.sdsu.edu/diversity/files/00327-Helping_Faculty_Teach_Diverse_Students.pdf</a></p> <p>Caplan, P. J., &amp; Ford, J. C. (2014). The voices of diversity: What students of diverse races/ethnicities and both sexes tell us about their college experiences and their perceptions about their institutions' progress toward diversity. <i>Aporia: The Nursing Journal</i>, 6(3), 30-69. Available at <a href="http://www.oa.uottawa.ca/journals/aporia/articles/2014_10/Caplan_Ford.pdf">http://www.oa.uottawa.ca/journals/aporia/articles/2014_10/Caplan_Ford.pdf</a></p> <p>Browse the website of Services for Students with Disabilities at UT Austin: <a href="http://diversity.utexas.edu/disability/">http://diversity.utexas.edu/disability/</a></p>
<p>Week 5 Sept. 26</p>	<p><b>This week's class time is devoted to earning certificates from UT's Faculty Innovation Center and/or Division of Diversity and Community Engagement</b></p>	<p>Svinicki &amp; McKeachie, Chapter 4: Reading As Active Learning; Chapter 5: Facilitating Discussion; Chapter 14: Active Learning: Group-Based Learning; Chapter 15: Experiential Learning: Case-Based, Problem-Based, and Reality-Based; Chapter 17: Technology and Teaching; Chapter 19: Laboratory Instruction: Ensuring an Active Learning Experience</p>
<p>Week 6 Oct. 3</p>	<p><b>Microteaching presentations (3)</b></p> <p><b>Submit descriptions of sessions you will be teaching in other faculty members' classes.</b></p>	<p>Begin reading Adams et al., Part 1 (see required reading list)</p>
<p>Week 7 Oct. 10</p>	<p><b>Use this time to prepare for class teaching presentations and meeting with course instructors</b></p>	<p>Finish reading Adams et al., Part 1 (see required reading list)</p>
<p>Week 8 Oct. 17</p>	<p><b>Microteaching presentations (3)</b></p>	<p>Begin reading Stone et al. (see required reading list).</p> <p>Use reading time as needed to review materials related to the sessions you will be teaching later in the semester.</p>

<p>Week 9 Oct. 24</p>	<p>Faculty panel and class discussion on difficult conversations in the classroom</p> <p><b>Book reviews (4)</b></p>	<p>Finish reading Stone et al. (see required reading list).</p> <p>Obear, K. (2012). Reflections on our practice as social justice educators: How far we have come, how far we need to go. <i>Journal of Critical Thought and Praxis</i>, 1(1). <a href="https://lib.dr.iastate.edu/jctp/vol1/iss1/3/">https://lib.dr.iastate.edu/jctp/vol1/iss1/3/</a></p> <p>Southern Poverty Law Center. (n.d.) Let's talk. Discussing race, racism and other difficult topics with students. A teaching tolerance guide. <a href="http://www.tolerance.org/sites/default/files/general/TT%20Difficult%20Conversations%20web.pdf">http://www.tolerance.org/sites/default/files/general/TT%20Difficult%20Conversations%20web.pdf</a></p> <p>We asked about your experience of racism. (2018, May 3). Here's what you told us. <i>Chronicle of Higher Education</i>. Available at <a href="https://www.chronicle.com/article/We-Asked-About-Your-Experience/243328">https://www.chronicle.com/article/We-Asked-About-Your-Experience/243328</a></p>
<p>Week 10 Oct. 31</p>	<p><b>Class management (or will the class manage you?)</b></p> <p>Gatekeeping in social work education (student behavior and readiness in classroom and field): Clinical Associate Professors Sarah Swords and Cossy Hough 2:30-3:45</p> <p>How important is decorum in the classroom?</p> <p>Safety on campus</p> <p>Academic integrity</p> <p>Crafting teaching philosophy and diversity, equity, and inclusion statements</p> <p><b>Books reviews (2)</b></p>	<p>Svinicki &amp; McKeachie, Chapter 13: Different Students, Different Challenges</p> <p>Hornstein, G. A. (2017, March 26). Why I dread the accommodations talk. <i>The Chronicle of Higher Education</i>. Available at <a href="http://www.chronicle.com/article/Why-I-Dread-the-Accommodations/239571">http://www.chronicle.com/article/Why-I-Dread-the-Accommodations/239571</a></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</i> 26(1/2), 163-180. Available at UT Libraries Website.</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.</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>Thompson, B. (2002, June 21). If I quiz them, they will come. <i>Chronicle of Higher Education</i>. Available at UT Libraries Website.</p> <p>Bauman, M. G. (2002, July 12). Crossing the fine line between teacher and therapist. <i>Chronicle of Higher Education</i>, p. B20. Available at UT Libraries Website.</p> <p>Review the following websites: Behavioral Concerns Advice Line: <a href="http://www.utexas.edu/safety/bcal">http://www.utexas.edu/safety/bcal</a> Campus carry: <a href="https://campuscarry.utexas.edu">https://campuscarry.utexas.edu</a> Gun Free UT: <a href="http://gunfreeut.org">http://gunfreeut.org</a> Title IX: <a href="https://titleix.utexas.edu">https://titleix.utexas.edu</a></p> <p>UT Faculty Innovation Center: Craft a Teaching Statement: <a href="https://facultyinnovate.utexas.edu/teaching-statement">https://facultyinnovate.utexas.edu/teaching-statement</a></p>

<p>Week 11 Nov. 7</p>	<p><b>Teaching online:</b> Dr. Johanna Creswell Báez</p> <p><b>Evaluating students and instructors</b></p> <p>How faculty assess student learning and performance: Test construction and measurement; conceptualizing and grading written assignments and group projects; how many class assignments and grades are enough?</p> <p>Obtaining feedback from students (periodic feedback, end-of-term evaluations)</p>	<p>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: Assigning Grades: What Do They Mean?; Chapter 16: Using High-Stakes and Low-Stakes Writing to Enhance Learning</p> <p>UT Faculty Innovation Center: Teaching with Technology: <a href="https://facultyinnovate.utexas.edu/teaching-technology">https://facultyinnovate.utexas.edu/teaching-technology</a> Check for Learning: <a href="https://facultyinnovate.utexas.edu/check-learning">https://facultyinnovate.utexas.edu/check-learning</a> Creating Checks for Learning: <a href="https://facultyinnovate.utexas.edu/creating-checks-learning">https://facultyinnovate.utexas.edu/creating-checks-learning</a></p> <p>Baez, J. C., Marquart, M., Ryan, D., Chung, R., &amp; Garay, K. (2019, forthcoming). Developing and supporting faculty training for online social work education: The Columbia University School of Social Work Online Pedagogy Institute. <i>Journal of Teaching in Social Work</i>.</p> <p>Bentley, K. J., Secret, M. C., Cummings, C. R. (2015). The centrality of social presence in online teaching and learning in social work. <i>Journal of Social Work Education, 51</i>, 494-504. Available at UT Libraries Website.</p> <p>Cummings, S. M., Chaffin, K. M., &amp; Cockerham, C. (2015). Comparative analysis of an online and traditional MSW program: Educational outcomes. <i>Journal of Social Work Education, 51</i>, 109-120. Available at UT Libraries Website.</p> <p>Farrel, D., Ray, K., Rich, T., Suarez, Z., Christenson, B., &amp; Jennigs, L. (2018). A meta-analysis of approaches to engage social work students online. <i>Journal of Teaching in Social Work, 38</i>(2), 183-197. Available at UT Libraries Website.</p> <p>Recommended: Hitchcock, L. I., Sage, M., &amp; Smyth, N. J. (2019). <i>Teaching social work with digital technology</i>. Alexandria, VA: CSWE Press.</p> <p>Flaherty, C. (2016, January 11). Bias against female instructors. <i>Inside Higher Education</i>. Available at <a href="https://www.insidehighered.com/news/2016/01/11/new-analysis-offers-more-evidence-against-student-evaluations-teaching">https://www.insidehighered.com/news/2016/01/11/new-analysis-offers-more-evidence-against-student-evaluations-teaching</a> Read the articles noted in this article if you desire.</p> <p>Sprague, J. (2016, June 17). The bias in student course evaluations. <i>Inside Higher Education</i>. Available at <a href="https://www.insidehighered.com/advice/2016/06/17/removing-bias-student-evaluations-faculty-members-essay">https://www.insidehighered.com/advice/2016/06/17/removing-bias-student-evaluations-faculty-members-essay</a></p>
<p>Week 12 Nov. 14</p>	<p><b>Video teaching presentations (3)</b></p> <p><b>Draft of teaching philosophy statement and discussion</b></p> <p>Compiling a teaching portfolio</p>	<p>UT Austin Faculty Innovation Center, Teaching Portfolio: <a href="https://facultyinnovate.utexas.edu/teaching-portfolio">https://facultyinnovate.utexas.edu/teaching-portfolio</a></p>

Week 13 Nov. 21	<b>Video teaching presentations (3)</b>  The future of social work education and other topics of interest	Robbins, S. P., Regan, J. R. C., Williams, J. H., Smyth, N. J., & Bogo, M. (2016). From the Editor—The future of social work education. <i>Journal of Social Work Education</i> , 52(4), 387-397.
Week 14 Nov. 28	<b>Enjoy the Thanksgiving holiday</b>	
Week 15 Dec. 5	<b>This is your life as a college/ university teacher!</b>  Ethics of faculty life: Academic freedom and responsibility  Being a teacher while being a scholar and providing service  Teaching social work in different types of colleges/universities  Reflections on the course  <b>Celebrating teaching and learning</b>  <b>Course Instructor Evaluation</b>  <b>All final work due, including copies of teaching preparation and inclusive classrooms leadership certificates</b>	Svinicki & McKeachie, Chapter 22: The Ethics of Teaching; Chapter 23, Vitality and Growth Throughout Your Teaching Career  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>  Michael, R. (2002, July 12). Dreams failed and fulfilled. <i>Chronicle of Higher Education</i> , p. B5. Available at UT Libraries Website.

## IX. Course Evaluation

In addition to the official Course Instructor Survey that all students will be asked to complete at the end of the term, the instructor will request feedback from students at various points during the term. Students' input is also welcome at other times during the term to improve the course.

## X. 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.

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

Bain, K. (2012). *What the best college teachers do*. Cambridge, MA: Harvard University Press.

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

Boice, R. (2000). *Advice for new faculty members: Nihil Nimus*. Boston: Allyn & Bacon.

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- Kimball, R. (1998). *Tenured radicals: How politics has corrupted our higher education*. Chicago: Elephant Paperbacks.
- Kramer, G. L., & associates. (2007). *Fostering student success in the campus community*. San Francisco: Jossey-Bass.
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- Nilson, L. B. (2016). *Teaching at its best: A research-based resource for college instructors* (4<sup>th</sup> ed.). San Francisco: John Wiley & Sons.
- Palmer, P. J. (1998). *The courage to teach: Exploring the inner landscape of a teacher's life*. San Francisco: Jossey-Bass.
- Parini, J. (2005). *The art of teaching*. New York: Oxford University Press.

**Journals, Newspapers, Newsletters, and Other Resources on Higher Education** (Selected, General)

*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 Excellence in College Teaching*  
*Journal of Further and Higher Education*  
*Journal of Women in Educational*  
*Leadership*  
*Journal on Excellence in College Teaching*

*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*  
*The Journal of Educational Research*  
*The Journal of General Education*  
*The Journal of Higher Education*  
*The Journal of Negro Education*  
*The Mentor: An Academic Advising Journal*  
*The Teaching Professor*  
*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 were ill, had an (unforeseen) emergency, or had an approved absence, each absence results in 10 points subtracted from your final course grade. Regardless of the reason for absence, two or more absences will generally result in a grade of F for the course or the need to withdraw from the course, depending on circumstances and UT Austin policy.

Week	Date	Attended Circle yes or no		If you wish, you may state the reason for your absence below and whether or not it was discussed with and approved by the instructor.
1	Aug. 29	Yes	No	
2	Sept. 5	Yes	No	
3	Sept. 12	Yes	No	
4	Sept. 19	Yes	No	
5	Sept. 26	Yes	No	
6	Oct. 3	Yes	No	
7	Oct. 10	NA		Time devoted to meeting with course instructors/
8	Oct. 17	Yes	No	
9	Oct. 24	NA		Class did not meet as a group
10	Oct. 31	Yes	No	
11	Nov. 7	Yes	No	
12	Nov. 14	Yes	No	
13	Nov. 21	Yes	No	
14	Nov. 28	Holiday		No class
15	Dec. 5	Yes	No	

The above is a true reporting of my class attendance.

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Signature and date