

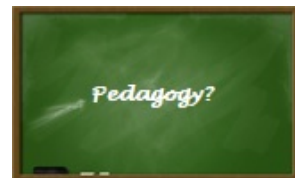
SW398T Pedagogy in Social Work | Fall 2021

- Instructor: Diana DiNitto
- Course Unique Number: 61905
- Course Canvas site: <https://utexas.instructure.com/courses/1321143>
- Meeting Time: Thursday 2:30PM - 5:30PM
- Meeting Place: SSW 2.122

A SPECIAL MESSAGE FROM THE INSTRUCTOR: *I am looking forward to getting to know each of you and to a vibrant semester. Your safety and overall well-being are of utmost importance to me. I have developed an initial course plan that I hope is reasonable as we face uncertainties during this time. As social workers, we know the need for flexibility, and we can work together to modify approaches to the course as may be needed. Please let me know if you have questions or concerns now and as the semester progresses. Dr. Castro's e mail of 8-12-21 provides additional information and resources to help navigate the term.*



[Course Description & Objectives](#)



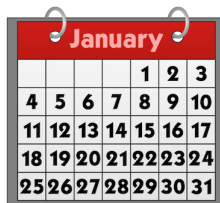
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I. Course Description

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. 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.

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III. Teaching Methods

As a course in the pedagogy/andragogy of social work, we will consider various theories, perspectives, approaches, and tools for teaching and learning, applying the lenses of inclusion, diversity, and social justice throughout the term. The course is intended to provide opportunities for you to consider the type of teacher you want to be and to give you opportunities to gain teaching experience. Unless circumstances change, the course will primarily be taught face-to-face, but asynchronous components will also be included given the need to focus on learning/teaching in person and online. Given the emphasis on learning how to teach and learn in this course, a variety of teaching/learning methods will be used including lecture, discussion, exercises, guest speakers, student presentations, practice teaching, and participation in campus-wide teacher preparation activities.

IV. Required Readings

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

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

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V. Course Assignments and Student Evaluation

Do each assignment described below. **All final work is due on December 2**, the last class day. If other assignments might better meet your learning needs, meet with the instructor to discuss possible alternatives.

A. Teaching Credentials

1. **Required: Teaching Preparation Series (worth 15% of the final course grade):** Earn the 3- or 7-session teaching preparation certificate from the UT Austin Faculty Innovation Center (FIC). Information about sessions and the link to enroll are at <https://facultyinnovate.utexas.edu/teaching-preparation-series>. Sessions are conducted online. We will discuss your experiences in these sessions throughout the semester. **Submit a copy of your certificate (and reflection paper or qualifying teaching statement, if you wish) with your final coursework on December 2.**
2. **Optional: Inclusive Classrooms Leadership Certificate Seminar:** You may also be able to enroll in this 2-session credential provided through the UT Austin Division of Diversity and Community Engagement (<https://equity.utexas.edu/education/inclusive-classrooms/>). We will discuss information about participation in class. We will also discuss the experiences of those who participate in these sessions during term. You may include a copy of your certificate with your final coursework on December 2.

These assignments are intended to broaden your exposure to knowledge and practice of teaching through interaction with faculty, staff, and students from across UT.

B. Teaching Experiences

1. **Microteaching (worth 10% of the final course grade):** Thinking about what you currently know about teaching and engaging learners, prepare a live in-class presentation of no more than 20 minutes or a video of 10-12 minutes that will teach the class to do something you love to do, do well, believe is important for us to know, or that would otherwise be of interest. **No later than Friday, September 3 (end of Week 2 of the course), provide the course instructor a brief description of your topic, whether you will present live in class or record your presentation for online viewing during class, and the teaching methods you plan to use** (e.g., slide presentation, demonstration). If you record your presentation, you can use Panopto Video in the left navigation at our course Canvas website and upload it to the folder for this course, or you can record it using another platform as long as you can easily access it for the class to view. **We will participate in or view your presentation in class on Weeks 4 and 6 (September 16 and 30).** Each presentation will be followed by 5 to 10 minutes of discussion. During the discussion, note why you chose this topic, what it was like to prepare the material, and how you would evaluate your effort. Classmates and the pedagogy course instructor will also have an opportunity to provide feedback.

This assignment is intended to help you begin to apply concepts learned in class about teaching, to observe yourself in the act of teaching, and to receive feedback about your teaching.

2. **Teaching in an undergraduate social work course or courses (worth 40% of the final course grade):** The course instructor will attempt to pair each class member with an experienced instructor or instructors teaching required undergraduate social work or similar courses at UT or other social work programs. Usually in this course, class members consult with that instructor(s) to develop and teach two course sessions of 75-minutes each or the equivalent. Although it may be useful from a pedagogical perspective to gain experience teaching in-person and online (either synchronously or asynchronously), given safety concerns posed by COVID-19, online teaching (synchronous or asynchronous) seems preferable at this time. We will discuss this approach and other possible alternative approaches to this assignment as needed, such as doing a simulated or mock teaching

session (e.g., prepare all the materials needed for an asynchronous teaching session even if they are not delivered to a class). Regardless of the approach used, each teaching experience/session should be carefully constructed and allow you to utilize at least two different teaching/learning methods to provide course content, including a brief lecture-type presentation that should preferably cover a core concept or aspect of social work. Sessions may also include a guided class discussion, demonstration of a practice technique, case scenario, a collaborative learning group, or other method(s). To give you sufficient time to learn more about teaching and to fully prepare for the experience, try to arrange any sessions that will be presented to actual classes no sooner than mid-October. **If possible, record a portion of your teaching that DOES NOT include capturing students' images or voices; if you develop an asynchronous presentation, you will likely have such a recording. If your teaching experience does not permit making such a recording, we will discuss alternatives, such as making a simulated brief recording of what you presented in the class or would have presented if you actually delivered the material to a class.**

The instructions below will guide you in preparing your class sessions. Some pertain specifically to teaching in a faculty member's course. We will discuss modifications needed if it is necessary for you to do a simulated/mock class session.

After discussing the topic(s) you will cover with the instructor of the course(s) you will be teaching and getting approval, do the following:

- a. Submit a brief description (approximately 150 words) for each class session you will teach to the pedagogy course instructor **no later than September 23 (Week 5 of our class)** and be prepared to discuss the topic(s) with the pedagogy course instructor for clarification and/or consultation if needed.
- b. Develop a detailed lesson plan and outline of the content you will teach of approximately 2 to 3 pages as well as accompanying materials (e.g., slides, handouts) and provide them to the pedagogy course instructor and instructor(s) of the course(s) in which you will be teaching for review, feedback, and any necessary revisions no later than two weeks before you will teach the class session (or another date agreed on with the instructor(s) of the course in which you will be teaching) that includes:
 - Specific learning objectives to be achieved using Bloom's revised taxonomy terminology (we will discuss this taxonomy in Week 2). **At least one objective should specifically focus on diversity, inclusion, and/or social justice.** Be sure to note the levels of Bloom's revised taxonomy you are addressing and include examples from your class sessions. The number of learning objectives for a single class session is usually no more than a few.
 - CSWE Educational Policy and Accreditation Standards (EPAS) competencies and behaviors to be addressed, including examples of those included in each of your class sessions (we will discuss EPAS in Week 3).
 - Materials developed for the sessions (e.g., lecture notes, slide presentation, handout, discussion guide/questions, case study). List them on your lesson plan and attach copies with your work.
 - A list of books, articles, and/or other materials used as a basis for the class sessions.
 - A rationale of one to two paragraphs supported by teaching and learning literature for your choices of teaching/learning approaches, materials you prepared, and readings you utilized.
 - Timetable for each class session (how much time you will allot to each activity), as applicable.
 - Method(s) you will use to evaluate your teaching. Consider using a different method to evaluate each class session. These methods may be a short quiz to test students' knowledge of the material you delivered, a "one-minute paper" that students write describing what they learned, a short Likert scale form that 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 provide direct feedback on your teaching. Be sure to have the students and the course instructor evaluate the objective you developed on diversity, inclusion, and/or social justice.** Try to build the evaluation directly into your teaching time since it will be more difficult to obtain feedback from students if they have to do it at a later date.
- c. After preparing materials and teaching, make notes about your experience (e.g., strengths you saw in your teaching, challenges you experienced) including anything you would modify if you taught this material again.
 - d. **During weeks 13 and 15, we will review your teaching experiences during class. Show the class approximately 5 minutes of your recorded session (if possible) and by December 2, submit a paper of approximately two pages single-spaced that reflects on what you learned** including the strengths you felt you exhibited as a teacher, areas on which you would like to improve, points that surprised you about the experience, or other aspects of the experience you would like to share. You may also reflect on your overall learning about teaching during the semester. Be prepared to discuss your reflection with the class.

You may already have TA and/or teaching experience, but as part of your pedagogy course experience, you may also wish to observe other sessions or aspects of the course(s) in which you will be teaching, though for safety reasons due to COVID, restricting this to online opportunities may be best. If possible, you may also wish to work with the course instructor in other ways (e.g., assist with developing tests or case scenarios, debrief class sessions). If you do additional work (e.g., develop test questions or case scenarios for other class sessions), you may wish to include it along with your two-page reflection paper due at the end of the semester, or you can describe these additional activities in the reflection paper (see point d above). You may also wish to place teaching materials you developed during the semester in a portfolio for use as you seek teaching positions.

This assignment is intended to give you real life experience in applying concepts learned in class about teaching, being purposeful about teaching, observing yourself teaching, and receiving feedback about your teaching.

3. Book Report (worth 10% of final grade)

Read a book of your choosing on teaching in higher education (such as one on a philosophy of or approaches to teaching or on issues in teaching). Prepare a 5-minute presentation on the book's most important messages/take away points for teaching and any critique you have of the work. If you wish, you can prepare a handout or a slide or two to accompany your presentation. **By October 14, check with the instructor on the book you would like to read. This report is due on Week 12, November 11.**

This assignment is intended to allow you to select a reading that you believe will further enhance your preparation as a teacher and/or further satisfy your curiosity about aspects of teaching. It also provides an opportunity to expand class members' knowledge by sharing the essentials of the work with them.

4. Teaching Philosophy Statement (worth 10% of the final grade)

Write an initial 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 developing these 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 teaching philosophy and diversity statements. 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 11). The instructor will review and comment on it and return it to you by November 18. You may revise it if you wish and submit it on December 2.**

This assignment is intended to help you articulate an initial teaching philosophy and aid you in preparing for the job market since such statements are often required in pursuing faculty positions.

5. Class participation (worth 15% of the final grade)

This class requires substantial in-class participation, often involving advance preparation as noted in the instructions for preparing for each week of class. While these participation assignments are not graded per se, the instructor will note each student's participation and will deduct a point for any week in which a student has not participated, i.e., has not completed the participation assignments or has not contributed during class.

Class participation is critical to the learning environment in social work. These assignments are also intended to help you think more deeply about the application of the readings and other course materials to learning and teaching and to be better prepared to participate during class.

Criteria for Evaluating Assignments 1-4. Assignments will be evaluated on the following grading criteria as appropriate to the specific assignment with equal weight (20 points) given to each of the five criteria:

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, including the profession's commitment to diversity, inclusion, and social justice?
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 creativity?

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

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VI. University Policies

COVID-19 RELATED INFORMATION. The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

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.

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/>.

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 race, 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. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. 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: <http://deanofstudents.utexas.edu/sjs/>.

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.

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 <http://www.utexas.edu/its/policies/emailnotify.php>.

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. 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 on the basis of sex <https://titleix.utexas.edu/>. 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, dating 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. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

CAMPUS CARRY POLICY. The University's policy on campus carry may be found here: <https://campuscarry.utexas.edu>.

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 and COVID-19 ADVICE LINE (BCCAL). If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns and COVID-19 Advice Line to discuss by phone their concerns. 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 <https://safety.utexas.edu/behavior-concerns-advice-line>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

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

Class comporment. Your full participation is expected throughout the semester. Participation includes reading assigned materials prior to class, engaging in lively and respectful class discussions, participating in class exercises, and completing assignments promptly. During class, turn off phone ringers and refrain from text messaging, reading e mail, and other non-class activities. At this time, our class is expected to be delivered in person, but if we return to online teaching/learning via Zoom or use Zoom for some class functions, to the extent possible, please leave your camera on (of course, you may need to turn it off briefly due to unexpected interruptions, to take care of personal needs, or other circumstances).

Professional conduct. Students are expected to observe professional codes of conduct with regard to confidentiality, dress, language, and other matters and exercise good judgment in our class and while working with other instructors, classes, organizations, or other entities on course assignments.

Attendance. Arriving late and/or leaving early during class sessions is 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 final course assignments at the end of the semester.**

Extenuating/unforeseen circumstances and course modifications: If you encounter circumstances that will affect your class participation or completing course work on time, it may be necessary to discuss with me whether alternative arrangements (e.g., additional time for completing the course) are possible. 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. Please check your email frequently, and if you are absent from class, check on announcements made in class during your absence. To ensure that the course progresses as smoothly as possible, the instructor will check in regularly with the class during the semester so that any needed modifications can be made. If we must make changes during the semester due to COVID or other major events, I know we will extend each other grace, maintain a sense of humor, and do our best to adapt.

Submitting assignments.

- Written assignments should generally 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 slide presentation).
- You may upload your assignments to our course Canvas site or e mail them to me.
- Assignment due dates are noted in the course calendar. Unless **prior** arrangements have been made with the instructor or in the case of illness or (unforeseen) emergency, assignments turned in after the due date 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 submitting any assignments.

Scholastic Dishonesty. Scholastic dishonesty may result in a report to the Ph.D. Program Director, the Senior Associate Dean for Academic Affairs and Dean of the Steve Hicks 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.

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VIII. Course Calendar

Note: The following information is provided to meet syllabus requirements. Please refer to the Modules section of our Canvas course site to prepare for each week of class. There you will find additional information including objectives and schedule for each week's class session as well as additional resources such as pdfs of some readings and handouts.

Week 1, August 26: Getting started (a good first class)

To prepare for this class session:

1. Watch the greeting from the course instructor at the course Canvas page.
2. Review the syllabus (and have a copy handy during the first class).
3. Think about the best teacher you ever had and why and jot down what you believe are (a) the five most important qualities of a good teacher and (b) the five most important qualities of a good student.
4. Watch the video "Looking Back on the History of Social Work Education" (3.42 minutes).
<https://www.youtube.com/watch?v=s1-1LAqptEQ>
5. Read the following from the Svinicki & McKeachie course text: Preface; Chapter 1: Introduction; Chapter 3: Meeting a Class for the First Time.
6. Read the following short pieces
 - a. Brandzel, A. L. (2017, July 30). Award-winning teachers reflect on their training. *The Chronicle of Higher Education*. <https://www.chronicle.com/article/Award-Winning-Teachers-Reflect/240786>
 - b. Curzan, A. (2017, August 10). When will we talk about the syllabus? From the Lingua Franca blog of *The Chronicle of Higher Education*. <http://www.chronicle.com/blogs/linguafranca/2017/08/10/when-will-we-talk-about-the-syllabus/>
 - c. Davidson, C. (2020, April 11). The single most essential requirement designing fall online courses. <https://www.hastac.org/blogs/cathy-davidson/2020/05/11/single-most-essential-requirement-designing-fall-online-course> (Though written with fall 2020 in mind, the messages remain relevant.)
7. Peruse Lang, J. M. (2019, January 4). How to teach a good first day of class. *The Chronicle of Higher Education*. Available in the Week 1 module at the course Canvas site. (The Chronicle, which is available at the UT Libraries website, also offers other advice guides.)
8. Suggested reading:
Hoffman, K. (2013, June). Social work education: An overview. In Franklin, C. G. (Ed.-in-Chief). *Encyclopedia of Social Work*, on-line edition. National Association of Social Workers Press and Oxford University Press. See Week 1 module at the course Canvas site. *The Encyclopedia of Social Work* is available at the UT Libraries website.

Reminder of upcoming assignments due:

Begin thinking about the topic for your microteaching presentation.

Begin connecting with instructors in whose course you may be teaching as part of the major teaching assignment for our course.

Week 2, September 2: Philosophy of education, learning theory, evidence-based teaching and learning, and a critical look at critical theories

This week we will have a guest speaker, Dr. Robert "Bob" Duke, Marlene and Morton Meyerson Centennial Professor and Head of Music and Human Learning at The University of Texas at Austin.

To prepare for this class session:

1. Read the following from the Svinicki & McKeachie course text: 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

2. Read the following short pieces in Orey, M. (Ed.). (2010). Emerging perspectives on learning, teaching, and technology. Available at https://textbookequity.org/Textbooks/Orey_Emergin_Perspectives_Learning.pdf
 - a. Forehand, M. Chapter 3. Bloom's taxonomy
 - b. Galloway, C. Chapter 4. Vygotsky's constructivism
3. View the following tools to help in applying Bloom's taxonomy
 - a. Taxonomy as a wheel: <https://www.flickr.com/photos/dougbelshaw/4100721032>
 - b. Bloom's verbs and Bloom's stems (see Week 2 Module at the course Canvas site)
4. Read the following short article: Lynch, M. (2019, September 6). How to implement critical pedagogy in your classroom. The Edvocate: <https://www.theedvocate.org/how-to-implement-critical-pedagogy-into-your-classroom/>
5. View these videos:
 - a. "Six Tips for Adult Learning" by TheEszigeti (2.38 minutes): <https://www.youtube.com/watch?v=fdl0JXSeal>
 - b. Janet Finlay, Andragogy (Adult Learning) (8.27 minutes) <https://www.youtube.com/watch?v=vLoPiHUZbEw>
 - c. "Evidence-based Teaching for Social Work Education by Dr. Miki Tesh (13.28 minutes): <https://www.youtube.com/watch?v=n0lii8HrxpE> Note two or more points you thought were especially important and why.
 - d. Critical Race Theory in Social Work: An Overview by Susan Nakaoka and Nicole Vazquez (29.31 minutes): <https://utexas.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=2ebcc7c5-c7bb-481b-be85-ad7f01666672&start=0>
6. Review the infographic "Adult Learning Theory Andragogy by Malcolm Knowles" at ELEARINGinfographics.co (click on "view full infographic"): <https://elearninginfographics.com/adult-learning-theory-andragogy-infographic/>
7. Read Bradley Fyffe's teaching philosophy statement (Mr. Fyffe teaches younger students but his statement has relevance for our class.): <https://bradleyfyffe.weebly.com/my-teaching-philosophy.html>. Identify two principles of learning and/or teaching reflected in his statement, two points you especially liked about his statement, and any other comments you have about his statement. You can also read about Mr. Fyffe and view his teaching portfolio at <https://bradleyfyffe.weebly.com>.

Reminder of upcoming assignment due:

Submit topic and brief description of your microteaching presentation no later than Friday, September 3. If you are recording your microteaching assignment, you may use Panopto at our course Canvas site or another platform as long as you can easily show your recording in our classroom.

Week 3, September 9: Philosophy of education, learning theory, and evidence-based teaching and learning

This week we will have guest speaker Dr. Cynthia Franklin, Stiernberg/Spencer Family Professor in Mental Health.

To prepare for this class session:

1. Access Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. D., & Norman, M. K. (2010). How learning works: 7 research-based principles for smart teaching. San Francisco: Jossey-Bass (available electronically at UT Libraries website). Read "Introduction: Bridging Learning Research and Teaching Practice" (pp. 1-9), the chapter assigned to you, "Conclusion: Applying the Seven Principles to Ourselves" (pp. 217-224), and any other chapters you wish to read. Be prepared to speak in class for a few minutes on the key points of the chapter assigned to you and provide an illustration of this principle from your own learning experiences to the class.
2. Review the Council on Social Work Education's 2015 Educational Policy and Accreditation Standards, focusing on the nine competencies: https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx

3. Review the PowerPoint by Dr. Rowena Fong on CSWE's Educational Policy and Accreditation Standards. Available in the Week 3 Module at the course Canvas site.
4. Read McLoed, S. (2017, October 24). Kolb's learning styles and experiential learning cycle. <https://www.simplypsychology.org/simplypsychology.org-Kolb-Learning-Styles.pdf> Think about the learning styles or preferences that may best describe you.
5. Read Khazan, O. (2018, April 11). The myth of 'learning styles.' *The Atlantic*. <https://www.theatlantic.com/science/archive/2018/04/the-myth-of-learning-styles/557687/>
6. Peruse resources at the website of the UT Austin Faculty Innovation Center: <https://facultyinnovate.utexas.edu>.
7. Optional (if you wish): Take the VARK (visual*aural*read/write*kinesthetic) questionnaire: <https://vark-learn.com> (click on green rectangle [What is YOUR learning preference?]).

Reminder of upcoming assignment due:

Next week we will have four class members' microteaching presentations.

Week 4, September 16: Philosophy of education, learning theory, and evidence-based teaching and learning; universal course design; lecturing as a teaching technique; microteaching presentations

To prepare for this class session:

1. If you are making your microteaching presentation this week, be prepared to do so, whether teaching live or showing your video. Also be prepared to make a few comments reflecting on the process you used in developing your presentation, the principles of learning you applied, and thoughts about your final product.
2. Review the following universal design for learning (UDL) materials:
 - a. The National Center on Accessing the General Curriculum's checklist (see course Canvas site):
 - b. Visit CAST's Universal design for learning in higher education website: http://udloncampus.cast.org/page/udl_about
 - i. Read the text on this landing page and view the three short videos.
 - ii. Under the green, purple, and blue graphics, view the three variations of CAST's UDL guidelines.
 - iii. Scroll down to the Resources section. Click on the first link: Information about Universal Design for Learning and watch the brief video about UDL.
3. Browse website of UT Austin Services for Students with Disabilities: <https://diversity.utexas.edu/disability/>
4. Read the following from the Svinicki & McKeachie course text: Chapter 6: How to Make Lectures More Effective

Looking ahead to a class participation activity:

Please look ahead to Caplan and Ford and other readings for Week 7, October 7, and allow yourself sufficient time to do these readings and post to the online discussion board as indicated in the instructions for preparing for that week's class.

Week 5, September 23: There is no formal class meeting this week. This time is devoted to (1) meeting with the instructor(s) in whose class(es) you will be teaching and planning for your teaching sessions and (2) earning a teaching certificate from the UT Austin Faculty Innovation Center. I am also available to discuss assignments and course material and engage in other discussions about teaching and learning with you.

Though we are not meeting as a group, do the following:

1. Read the following from the Svinicki & McKeachie course text: Chapter 14: Active Learning: Group-Based Learning; Chapter 15: Experiential Learning: Case-Based, Problem-Based, and Reality-Based; Chapter 17: Technology and Teaching

2. Browse websites of:
 - a. Association of Baccalaureate Social Work Program Directors (BPD): <https://www.bswpdonline.org>
 - b. Chronicle of Higher Education: <https://www.chronicle.com> (access Chronicle at UT Austin Libraries)
 - c. Council on Social Work Education (CSWE): <https://www.cswe.org/>
 - d. Group for the Advancement of Doctoral Education in Social Work (GADE): <http://www.gadephd.org/>
 - e. International Association of Schools of Social Work (IASSW): <https://www.iassw-aiets.org/>
 - f. National Association of Deans and Directors, Schools of Social Work (NADD): <http://www.naddssw.org>
 - g. National Teaching & Learning Forum: <https://onlinelibrary.wiley.com/journal/21663327> (access at UT Austin Libraries)
 - h. Society for Social Work and Research: <http://www.sswr.org/>

Reminder of upcoming assignments due:

Next week we will have three microteaching presentations.

By next week, September 30, submit a description of your teaching experience assignment including the course number(s) and title(s), name of course instructor(s), and a one paragraph description of each session you will be teaching. It is helpful to refer back to the syllabus periodically to review descriptions of course assignments, especially the teaching experience assignment, since it has several components.

Week 6, September 30: Philosophy of education, learning theory, and evidence-based teaching and learning: Putting the pieces together; in class and on-line discussions as teaching techniques; microteaching presentations

To prepare for this class session:

1. If you are making your microteaching presentation this week, be prepared to do so, whether teaching live or showing your video.
2. Think back on materials on Bloom's taxonomy, EPAS, learning theory, learning styles/preferences, and UDL in preparation for applying them in today's class exercise.
3. Read the following from the Svinicki & McKeachie course text: Chapter 4: Reading Chapter 5: Facilitating Discussion; Chapter 18: Teaching Large Classes (You Can Still Get Active Learning); Chapter 19: Laboratory Instruction: Ensuring an Active Learning Experience
4. Review the handout "SNAP Guided Class Discussion" available in the Modules section of the Canvas course site in preparation for our discussion about leading class discussions.
5. **Ask two faculty members for an example of their favorite teaching technique.** Note two examples of techniques you believe enhance your learning most. Be prepared to discuss these techniques in next week's class along with applications for inclusive and trauma-informed learning and teaching.

Reminder of upcoming assignment due:

Remember that the lesson plan and materials you will be using for your teaching experience assignment are due two weeks in advance of when they will be presented/available to students.

Look ahead to next week's readings and discussion board exercise.

Week 7, October 7: More teaching techniques; teaching for diversity, inclusion, and social justice; trauma-informed teaching

To prepare for this class session:

1. Read the following chapter from the Svinicki & McKeachie course text: Chapter 12: Teaching Culturally Diverse Students

2. Review these handouts: Carello, J., Principles of Trauma-Informed Teaching and Learning <https://socialwork.buffalo.edu/content/dam/socialwork/home/teaching-resources/3-4-Principles-TITL-Carello.pdf> and Carello, J., & Butler, L. D., Some Principles and Practices to Enhance Classroom Emotional Safety <http://socialwork.buffalo.edu/content/dam/socialwork/home/teaching-resources/3-2-TI-Principles-Practices-Table-Carello-Butler-2015.pdf>
3. Read Middlebury, Three Practices for Teaching for Diversity and Social Justice <http://www.middlebury.edu/academics/writing/teaching/three-practices-for-teaching-for-diversity-and-social-justice>
4. Read Keith, T. (2019, November 22). Spark Effective Discussions with Canvas Discussion Boards. <https://courses.uchicago.edu/2019/11/22/spark-effective-discussions-with-canvas-discussion-boards/>
5. Read Lerner, J. E., & Fulambarker, A. Beyond diversity and inclusion: Creating a social justice agenda in the classroom. *Journal of Teaching in Social Work*, 38(1), 43-53. Available in the Canvas course module for this week.
6. View these videos:
 - a. Microaggressions in the Classroom (18.03 minutes): <https://www.youtube.com/watch?v=ZahtlxW2ClQ>
 - b. Critical Race Pedagogy in Social Work by Susan Nakaoka and Nicole Vazquez (1.5 hours): <https://utexas.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=bcf1c5c6-089f-45cd-8ac9-ad7f01664beb&start=0>
7. Read instructions in the handout Discussion Board and Guided Class Discussion: Experiences of Diverse Students available in Week 6 module at the course Canvas site and respond based on your reading of Caplan, P. J., & 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. *Aporia: The Nursing Journal*, 6(3), 30-69. Available at https://diversity.missouristate.edu/assets/diversity/Voices_of_Diversity_Project_Caplan_Ford.pdf. Make your posts by Thursday, October 14. Review your classmates' posts and respond to two of their posts by Sunday, October 17. Review all post prior to class on October 21.

Week 8, October 14: There is no regular class meeting this week. This time is devoted to (1) meeting with the instructor(s) in whose class(es) you will be teaching and planning for your teaching sessions and (2) earning a teaching certificate from the UT Austin Faculty Innovation Center. I am also available to discuss assignments and course material and engage in other discussions about teaching and learning with you.

Reminder of upcoming assignment due:

If you have not done so already, check with the instructor on the book you have chosen for your book report.

Week 9, October 21: Teaching for diversity and social justice; meaningful and sometimes life-changing and difficult conversations

To prepare for this class session:

1. Review Part 1 in the Adams et al. course text focusing especially on the nine practices in Chapter 1 (pages 16-22) and the six pedagogical principles in Chapter 2 (pages 38-49; select one chapter from chapters 5-10 (or more if you wish), and be prepared to comment on 3 or 4 important points from the chapter and bring to class two questions or a scenario you would pose to a class based on the chapter you selected to encourage a meaningful conversation/dialogue on a subject related to oppression.
2. Read Pulliam, R. M. (2017). Practical application of critical race theory: A social justice course design. *Journal of Social Work Education*, 53(3), 414-423. See course Canvas site.
3. Read Smith, D. (2015, June 18). The 8 R's of Talking about Race: How to Have Meaningful Conversations. <https://case.edu/socialwork/sites/case.edu.socialwork/files/2019-04/The%208%20R%27s%20of%20Talking%20About%20Race%20.pdf>

4. Listen to the poem "Weather" in the voice of its author Claudia Rankine and read it at <https://www.nytimes.com/2020/06/15/books/review/claudia-rankine-weather-poem-coronavirus.html> as well as some of the comments posted about it. Reflect on the thoughts this poem raises for you and make note of them in preparation for our class discussion.
5. Peruse Mercurieff, I., & Roderick, L. (2013). *Stop talking: Indigenous ways of teaching and learning and difficult dialogues in higher education*. Anchorage: University of Alaska Anchorage; Landis, K (Ed.). *Start talking: A handbook for engaging difficult dialogues in higher education*. (2008). Anchorage: University of Alaska Anchorage & Alaska Pacific University. Both available at <https://www.uaa.alaska.edu/academics/office-of-academic-affairs/faculty-development-instructional-support/center-for-advancing-faculty-excellence/difficult-dialogues/handbooks/>
6. You may wish to view the website of the Black Lives Matter syllabus: <http://www.blacklivesmattersyllabus.com/fall2016/>

Reminder of upcoming assignment due:

Book report due in two weeks.

Week 10, October 28: Student and faculty assessment

To prepare for this class session:

1. Read the following chapters from the Svinicki & McKeachie course text: 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
2. Think about the different types of assignments, tests, and other assessments used in the courses you have taken. Be prepared to share your thoughts how valuable they were to your learning, and which you might be most likely to use in your role as a teacher.
3. Read the following:
 - a. Flaherty, C. (2016, January 11). Bias against female instructors. *Inside Higher Education*. Available at <https://www.insidehighered.com/news/2016/01/11/new-analysis-offers-more-evidence-against-student-evaluations-teaching> You may also wish to read articles cited in this piece.
 - b. Sprague, J. (2016, June 17). The bias in student course evaluations. *Inside Higher Education*. Available at <https://www.insidehighered.com/advice/2016/06/17/removing-bias-student-evaluations-faculty-members-essay>

Reminder of upcoming assignment due:

Book report due next week.

Week 11, November 4: Developing teaching philosophy and diversity and inclusion statements; books reports; academic freedom, responsibility, and integrity in teaching; teaching at different types of colleges/universities and the intersections of teaching, research, and service

To prepare for this class session:

1. Read the following chapter from the Svinicki & McKeachie course text: Chapter 22: The Ethics of Teaching.
2. This week or next consult resources at the Faculty Innovation Center website on developing teaching philosophy statements: <https://facultyinnovate.utexas.edu/teaching-statement>.
3. Review examples of social work faculty members' teaching philosophy statements in the course Canvas module.
4. Review skeletal outline for writing a teaching philosophy statement in the course Canvas module.
5. Jot down three ethical principles you believe will be most important in guiding your role as a college/university teacher.

6. Read Calzada, E., & Hough, C. (2021, May 20). Commentary: To fear critical race theory underestimates, harms students. *San Antonio Express*. Available at <https://www.expressnews.com/opinion/commentary/article/Commentary-To-fear-critical-race-theory-16192282.php>
7. Jot down questions you have about teaching, learning, and faculty life.
8. Be prepared to present your 5-minute book report.

Reminder of upcoming assignment due:

Teaching philosophy statement due in two weeks.

Presentations of teaching experiences will be made in Weeks 13 and 14. Sign up for a time slot.

Week, 12, November 11: Course planning and syllabus design, fostering community and setting ground rules, classroom management, gatekeeping, academic integrity, safety

This week we will have guest speakers Clinical Associate Professors Sarah Swords, Assistant Dean for Master's Program's, and Cossy Hough, Assistant Dean for Undergraduate Programs.

To prepare for this class session:

1. Read the following chapter from the Svinicki & McKeachie course text: Chapter 13: Different Students, Different Challenges.
2. Read Urwin, C. A., Van Soest, D., & Kretzschmar, J. A. (2006). Key principles for developing gatekeeping standards for working with students with problems. *Journal of Teaching in Social Work* 26(1/2), 163-180. See course Canvas site.
3. Look at the following websites:
Behavioral Concerns and COVID-19 Advice Line: <https://besafe.utexas.edu/behavior-concerns-advice-line>
General Information on Campus Carry: <https://campuscarry.utexas.edu>
Gun Free UT: <http://gunfreeut.org>
Title IX: <https://titleix.utexas.edu>
4. Collins, M. E., & Amodeo, M. (2005). Responding to plagiarism in schools of social work: Considerations and recommendations. *Journal of Social Work Education*, 41(3), 527-543. See course Canvas site.
5. Watch the video "10 Online Teaching Tips Beyond Zoom: Teaching Without Walls Episode 1" by Michael Wesch (10.28 minutes): <https://www.youtube.com/watch?v=D7vooDcxUaA>
6. Review Darby, F. (2019, April 17). How to Be a Better Online Teacher: Advice Guide. *Chronicle of Higher Education*. See course Canvas site.
7. Read Farrel, D., Ray, K., Rich, T., Suarez, Z., Christenson, B., & Jennigs, L. (2018). A meta-analysis of approaches to engage social work students online. *Journal of Teaching in Social Work*, 38(2), 183-197. See course Canvas site.
8. View examples of graphic syllabi (see course Canvas site). Be prepared to discuss your reactions to them.
9. See Pacansky-Brock, M. (n.d.). Liquid syllabus: A humanizing element for online courses. <https://brocansky.com/humanizing/liquidsyllabus> Click on "History of Still Photo" at top of page to see the example syllabus.

Reminder of upcoming assignment due:

Teaching philosophy statements due next week.

Week 13, November 18: Reflecting on teaching experiences, discussion of teaching philosophy and diversity and inclusion statements

To prepare for this class session:

1. If you are presenting on your teaching experiences this week, be prepared to show about 5 minutes of your video and reflect on your experience, e.g., what you think your strengths were, what might have surprised you about the experience, areas in which you would like to grow.
2. Be prepared to spend at least 5 minutes discussing major points of your teaching philosophy statement including points about diversity, equity, inclusion, and social justice.
3. Bring questions you may have about teaching and faculty life at different types of universities.
4. Read the following chapter from the Svinicki & McKeachie course text: Chapter 23: Vitality and Growth Throughout Your Teaching Career.

Reminder of upcoming assignments due:

On the last week of class, December 2, the following are due: (a) reflection paper on your teaching experience and a summary of student feedback on your teaching and (b) your certificate from the Faculty Innovation Center. If you have not received your certificate by then, let the instructor know.

Week 14, November 25, holiday, no class

See instructor's note in course module for this week.

Week 15, December 2: Reflecting on teaching experiences, wrapping up the course, and celebrating teaching

To prepare for this class session:

1. If you are presenting on your teaching experiences this week, be prepared to show about 5 minutes of your video and reflect on your experience, e.g., what you think your strengths were, what might have surprised you about the experience, areas in which you would like to grow.
2. In addition to completing the formal Course Instructor Survey, which I hope you will do, please feel free to share some constructive feedback about the course (e.g., what you thought was most helpful, suggestions for strengthening the course, etc.).
3. Review two of your classmates teaching philosophy statements (these will be assigned to you), and using Peer Review under Assignments, leave each of them some feedback about their statement (something you particularly liked, suggestions for clarification or improvement).
4. We will invite the instructors in whose classes you taught to celebrate teaching with us. Please be prepared to share what you believe is the most important point you learned or discovered about teaching this semester, and I will ask the course instructors to share a teaching story or some teaching wisdom with us.
5. Submit reflection paper, teaching certificate, and any remaining work due.

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.

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X. Bibliography

Books (brief list)

- Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). *How learning works: Seven research-based principles for smart teaching*. San Francisco: Jossey-Bass.
- Anastas, J. W. (2010). *Teaching in social work: An Educators' guide to theory and practice*. New York: Columbia University Press.
- Anderson, L. W., Krathwohl, D. R., Airasian, P. W., Cruikshank, K. A., Mayer, R. E., Pintrich, P. R., Raths, J., & Wittrock, M. C. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*, Abridged edition. New York: Longman.
- Bain, K. (2004). *What the best college teachers do*. Cambridge, MA: Harvard University Press.
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- Duke, R. (2004). *Intelligent college teaching: Essays on the core principles of effective instruction*. Austin: University of Texas at Austin.
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- Fox, R. (2013). *The call to teach: Philosophy, process and pragmatics of social work education*. Alexandria, VA: Council on Social Work Education, Inc.
- Freire, P. (2018). *Pedagogy of the oppressed. 5th anniversary edition*. New York: Bloomsbury Academic.
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- Leamson, R. (1999). *Thinking about teaching and learning: Developing habits of learning with first year college and university students*. Sterling, VA: Stylus.
- Nilson, L. B. (2016). *Teaching at its best: A research-based resource for college instructors (4th ed.)*. San Francisco: John Wiley & Sons.

Nilson, L. B., & Goodson, L. A. (2018). *Online teaching at its best: Merging instructional design with teaching and learning research*. San Francisco: Jossey-Bass.

Palmer, P. J. (2017). *The courage to teach: Exploring the inner landscape of a teacher's life, 20th anniversary edition*. San Francisco: Jossey-Bass.

Pacansky-Brock, M. (2017). *Best practices for teaching with emerging technologies (2nd ed.)*. New York: Routledge. Open version available at <https://teachingwithemergingtech.com/open-version/>

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

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XI. Appendix

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.
1	Aug. 26	Yes	No	
2	Sept. 2	Yes	No	
3	Sept. 9	Yes	No	
4	Sept. 16	Yes	No	
5	Sept. 23	NA		No group meeting
6	Sept. 30	Yes	No	
7	Oct. 7	Yes	No	
8	Oct. 14	NA		No group meeting
9	Oct. 21	Yes	No	
10	Oct. 28	Yes	No	
11	Nov. 4	Yes	No	
12	Nov. 11	Yes	No	
13	Nov. 18	Yes	No	
14	Nov. 25	NA/Holiday, no class		
15	Dec. 2	Yes	No	

The above is a true reporting of my class attendance.

Signature and date

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XII. Contact Information

Instructor:	Diana DiNitto
Office Number:	SSW 3.130B
Cell Phone:	Will be provided in class.
Zoom room link:	Will be provided via e mail.
E mail:	ddinitto@mail.utexas.edu
Office Hours:	I will be in my personal Zoom room before class from 1:00 to 2:00. Feel free to drop in, though making an appointment is a good idea to avoid overlapping appointments. I am also available at other times. Please contact me to set appointments.

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