

THE UNIVERSITY OF KANSAS, SCHOOL OF SOCIAL WELFARE
SW987: Teaching Social Work Philosophy and Methods

Fall Semester, 2017

Class: Wednesday, 9-Noon
Location: Twente Hall 208

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I. Course Purpose & Rationale

The purpose of the course is to prepare doctoral students for effective teaching of Social Work courses at all levels of higher education. Doctoral students need practical skills, a theoretical base, experience, and confidence in order to improve their teaching performance and enhance their marketability. This course is a required part of the Doctoral Program Curriculum and is based on the assumption that good teaching can be taught.

The methods used in this course vary by content. Since this course is focused on learning to teach, a wide variety of teaching approaches are represented: lecture, group and individual exercises, reflective practices, guest speakers, student presentation, and practice teaching will all be used. This course is highly reliant on an interactive format: student discussion, presentation, and exchange are critical to a successful experience. Time will be allocated every class session for student generated topics, such as concerns about teaching, dilemmas, idea generation, professional development, and problem solving.

II. Learning Objectives

1. To understand and articulate philosophies and theories of adult education.
2. To develop teaching strategies and skills based on learning outcomes and styles of learning, including syllabus design, use of technology, assignments, grading and evaluation of students, lectures, and small group discussions, activities, and strategies for learning enhancement.
3. To develop a teaching philosophy and portfolio.
4. To learn options for effectively managing classroom dynamics.
5. To incorporate equity, inclusion, diversity & social justice principles and pedagogy into the content, context, and conduct of class.
6. To identify and resolve ethical issues in teaching/learning, including boundary issues/plagiarism, etc.
7. To utilize supervision, mentoring, student feedback, and self-reflection to improve one's own performance.

8. To develop an awareness of one's own strengths and preferred teaching style, and how to adapt that style to student learning styles.
9. To learn various methods of evaluating and providing evidence of effective teaching.
10. To understand the basic context of social work education, including CSWE accreditation standards.

III. Required topics for this course are:

- Theory, philosophy, and concepts of adult education;
- Learning styles: understanding, assessing, and supporting;
- Course design: syllabus, topics, pacing, assignments, evaluation, lesson plans, flexibility, effective use of class and preparation time;
- Ethics in teaching/learning;
- Creating positive classroom dynamics;
- Diversity, equity and inclusion issues in the classroom and the mentor/mentee relationship;
- Diversity, equity, inclusion and social justice pedagogy, including anti oppressive and indigenous teaching models;
- Tools for evaluating effective teaching.

IV. The Role of Race, Social Justice, Equity and Inclusion in Course Content

- Information regarding race, social justice, equity and inclusion (RSJEI) in course content will be provided in multiple formats as distinct topics and infused within other course content;
- A review of the ethical commitment of social work to pedagogical practices that are inclusive of learning differences will be provided;
- A specific focus on the impact of RSJEI in both the learning and teaching processes will offer the student the opportunity to acquire knowledge of multiple perspectives;
- Classroom activities will include an analysis of how structural oppression impacts the educational process and what the impact of this oppression might be on the individual learner;
- Social Justice as a distinct pedagogy will be provided to the students;

- Issues associated with RSJEI education, such as managing difficult conversations and addressing personal and professional triggers during education will be covered;

V. Expectations for Students

Each student is expected to:

- Write at the graduate level;
- Read assignments according to the schedule;
- Complete written assignments according to schedule;
- Attend class and participate in class discussion including: asking questions, volunteering insights from practice and readings, and assisting other participants to think about research applications;
- Provide the instructor with continuous accurate feedback on how well the class is meeting your needs.

VI. Expectations for the Instructor:

- Each work will be assessed and returned to student within two weeks of completion with written comments and a designation of satisfactory or needs revision. If the work needs revision, a rubric will be provided to the student of core components of the assignment and their relative weight in determining assessment outcome.
- You may contact me on my cell phone (9 A.M. to 5 P.M.) or through email. Contact information is provided on the front page of this syllabus. If you initiate the contact I will make every attempt to be responsive within one day.
- I will follow the course outline and inform students of modifications in the outline if needed.
- I will make every attempt to maintain an open environment in the classroom in which views of each student can be expressed while maintaining a commitment to the needs of others and the agreed upon agenda.

VII. Required Assignment- Teaching Apprenticeship

Students will be paired with volunteer faculty to participate in apprenticeship activities and complete a course assignment as described in an additional document titled “Guidelines for Apprenticeship Program as Part of SW 987: Teaching Social Work in Higher Education: Philosophy and Methods”.

VIII. Assignments and Grading

This course will utilize a form of contract grading. Individual assignments will be initially graded as satisfactory or a request to revise and resubmit (R & R) will be presented to the student. Any student receiving a grade of R & R will be responsible for revising and resubmitting the work until it is at a satisfactory level. In this case, the instructor will provide specific individual feedback to the student as to corrections or additions needed.

For a C, the student must satisfactorily complete:

- Attend and participate in class-including completion of in-class activities;
- Lead two reviews of weekly readings;
- Complete apprenticeship assignment in a satisfactory manner. This assignment is comprised of a review of the course syllabus (template provided by instructor) and a reflection paper on the apprenticeship experience that includes identification of the teaching philosophy of the instructor and implications for your teaching that are a result of this experience. You will also be expected to share with classmates regarding your apprenticeship experience in class through an informal discussion.

For a B, the student must satisfactorily complete all of items in C section above, plus:

- Create a statement of teaching philosophy-to be reviewed by the instructor and classroom peers, revised and presented in class. Much more information will be provided during class, but students will need to send the statement to the class ahead of time, present their statement, and engage in a question and answer session with classmates about their statement;

For an A, the student must satisfactorily complete all of the items in C and B sections above, plus choose **one** of the following options:

- Create a teaching portfolio and present this portfolio to the class (last or second to last class session). Each portfolio will be individualized to the student. This portfolio should contain your statement of teaching philosophy above and the following items, if applicable: list of courses taught, any syllabi developed, a sample grading rubric, any items important to your development as a teacher, documentation of any teaching education such as CTE activities, a reflective statement about how specific courses you are interested in teaching can incorporate diversity material and the strengths perspective; **OR**
- Identify a SW course of interest (any level), and compare and contrast two syllabi for the same course, each offered at a different institution. The syllabus review (last or second to last class session) should include an assessment of grading, educational objectives, competency alignment, style, clarity, pace and ordering of information. Students will discuss this exercise in the classroom with others, and provide the two syllabi to classmates for reference.

Students are expected to commit to completing the course at the designated grade level (i.e. C, B or A) by the **start time of the second class**. Please send an email to me by the start time of the second class indicating your commitment. The instructor will distribute dates and potential times for classroom activities and presentations, and students will sign up for specific presentation/activity dates. Because each student will complete work in an individualized manner, due dates are not uniform, except where noted. Work is considered due at the start time of the class for which the student signed up to present, or at the time/date agreed upon. After the second week of class, the schedule of class activity and readings will be updated to reflect student assigned dates (see section X, contained in a separate document to be distributed the first day of class).

IX. Other Course Policies

Attendance: Students should make every effort to attend class. Attendance means arriving on time to class and staying the entire session. Any student who misses a class should make every effort to gather information regarding missed content, and any student who misses more than 2 classes will not be eligible to earn higher than a B in the course, regardless of the reason for the absences or the previously contracted grade.

Please notify me in advance (**by the second week of class**) if your religious observances conflict with class or due dates for class assignments so we can make appropriate arrangements.

Assignment Submission and Classroom Presentation: The concepts of preparedness and timeliness are an important part of professional behavior. Students should turn in assignments at the agreed upon date and time. When students are scheduled to turn in work or present materials in class, in the event that the student is unable to present as scheduled, at least 24 hours' notice to the instructor is needed in order to prepare alternate materials for class presentation.

I reserve the right to apply a minus to the contracted grade in the event that a student demonstrates a lack of ability to turn in assignments or make presentations at the agreed upon time and fails to provide adequate notice. In the event of an emergency, contact me immediately. It is acceptable to text me with messages.

Confidentiality/Privacy: The content of this course is comprised of both externally generated information and student contribution through experiential exercises in teaching, sharing personal observations, and reflections on past learning. Unless there is clear agreement about discussing an issue outside of class, you should not discuss classroom matters with others and outside of class. Please respect other's privacy, and extend professional levels of confidentiality to all classroom experiences.

Incomplete grades: A temporary grade of Incomplete may be assigned to a student who, for a reason beyond the student's control, has been unable to complete the required course work on time. It is the student's responsibility to request an Incomplete from the instructor. A request signed by the student and the faculty member must be on file when grades are submitted. An incomplete not removed by the end of the next semester is automatically changed to an F.

Accommodations and Modifications: Students are responsible for informing the instructor of special learning needs prior to the second week of the start of classes. Any student who requires accommodations related to a disability should contact the KU's Academic Achievement and Access Center (AAAC) as soon as possible in order to begin the process of determining reasonable and appropriate accommodations. This process must be initiated by the student. University regulations do not require that accommodations be offered retroactively, so it is important that students begin this process as early as possible. Information on how to contact AAAC can be found at <http://www.disability.ku.edu/~disability/students/guidelines.shtml>.

Outside of documented disabilities, students present to all classes with diverse learning styles and processes that they experience as helpful or challenging as they learn. It is my goal for this classroom to maintain a spirit of inclusivity that facilitates a rich learning culture. It is always in your best interest to let me know of these issues before the start of the second week of class, so that we may approach your learning during the semester in a thoughtful and specialized way.

Inclement Weather: In the event of inclement weather students should call to determine if classes have been cancelled. In Lawrence you may contact the University at (785) 864-SNOW, or if hearing impaired and have TTY/TDD equipment, at (800) 766-3777. For the Edwards Campus you may call (913) 897-8499, and for the KCKCC Campus the number is (913) 334-1100. Classes will be held if classes have not been cancelled, and students should contact the instructor if weather or driving conditions make it impossible for them to get to class. Also, in the event of bad weather, please pay attention to your personal safety—if you can't make it to class safely, then communicate with me.

X. Course Evaluations

In addition to the evaluations that are completed at the end of the semester, I will periodically ask students for feedback during the semester. The purpose of this is several fold: First, this class as a part of the Doctoral Program is still relatively new—your class is the third cohort. I (as well as the Doctoral Program office) am trying to learn more about your needs and experiences. You should know that the information I learn about your experience of the apprenticeship may be shared with the Ph.D. Program Director. Second, with traditional end of semester evaluations, the major portion of benefit that comes from the evaluation content is realized by the next cohort of students. I believe that information that is offered in present time can be used to

make modifications and adjustments before your learning experience in the class is complete. Third, I welcome your input.

XI. Required Texts/Reading Materials

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

Hooks, B. (1994). *Teaching to transgress: Education as the practice of freedom*. New York, NY: Routledge.

***Eddy, J. (Ed.). (2017). *An essential guide to teaching at KU* (10th ed.). Lawrence, KS: University of Kansas.

***Lewis, K. & Sweet, M. (Eds.). (2007). *Teaching pedagogy to graduate student instructors* (3rd ed.). Austin: University of Texas.

Other readings are listed in Section X of this syllabus (course schedule).

***Instructor has obtained these no-cost materials for students, and will provide them on first day of class.

Section XII of the syllabus (Schedule of Class Activity and Readings) is contained in a separate document, Syllabus 987 Fall 2017 Part 2.