XII. Schedule of Class Activity and Readings

Note: <u>This aspect of the syllabus is best viewed as a work in progress</u>. It could change over the course of the semester, as we adjust to teaching and learning, the pace of information exchange, and other factors such as your need to process the apprenticeship experience during class time. By remaining open to new learning possibilities, I believe we will maximize the potential for development of emerging knowledge.

I will always post revisions to this portion of the syllabus on Blackboard, and will email you to make note of the updated document. ***Readings and modifications/additions will always be posted at least one week before class session in which they are expected to be completed.***

All materials used in class will be posted in Blackboard, under course documents, with the corresponding class number as the folder name.

*Any item **marked with an asterisk** in the Table below can be found on Blackboard—but, you should note that since readings are subject to change this can be modified during the semester.

Class-Week Number & Date	Topic/Activities	Assigned reading or activity to complete **before** class session. Any due dates to be noted here.
1-August 24	Intro to Course, reflections on learning, beginning with the end in mind, GADE quality standards for teaching, the importance of the social work perspective.	No reading for today. Review of the syllabus, apprenticeship process, course expectations, blackboard use, and experiential/reflective exercises.

2-August 30	Larger context of higher education, social work within higher education, teaching inspiration, the Wabash study and using evidence based teaching	*1. Wabash Study Article; 2. Svinicki & McKeachie- Part I, "Getting Started" (pages 1-25) and Chapter 4-pages 29-37 "Reading as Active Learning". 3. Watch this video on you tube (Tesh, M. Evidence-based practice for social work teaching): https://www.youtube.com/watch?v=n0IiI8HrxpE. *4. Spellings Report. Review this—a careful read isn't necessary, just familiarize yourself with it. 5. Use this webpage as a starting point to peruse this website: https://facultyinnovate.utexas.edu/services/gsd. *6. Review "Characteristics of Effective Teachers" from the Lewis and Sweet, 2007 document. Begin on document page 29, continue through page 34. *7. DE&I Literature Review (2012) *8. Michigan CRLT Perceptions of faculty from students of color *9. Teaching Strengths, Attitudes & Behaviors….Case (2013).
3-September 6	Teaching at different levels in social work- BSW, MSW, PhD, CSWE, EPAS and the accreditation process	*1. CSWE educational policy and accreditation standards (EPAS); 2. Go to this website and look around at the different guides for advanced practice in social work: http://www.cswe.org/Accreditation/EPASImplementation.aspx. *3. GADE Competencies *4. CSWE dashboard indicators; *5. Karger, H. J., & Stoesz, D. (2003). The growth of social work education programs, 1985-1999: Its impact on economic and education factors related to the profession of social work. *Journal of Social Work Education, 39*(2), 279-295. *6. Carroll, J., & Minkler, M. (2000). Freire's message for social workers: Looking back, looking forward. *Journal of Community Practice*, 8 (1), 21-36. 7. Svinicki & McKeachie, chapter 20 pages 291-305. *8. Critical Race Theory as a Transformational Model for Teaching (Ortiz & Jani , 2010) *9. Intersectionality and Social Work Education (2016). *10. Encountering my privilege (and other's oppression) Kirby (2016).

4- September 13	Theories of adult education, learning styles and theories, teaching the multi-tasking learner ("nontraditional or underserved student")	*1. Knowles, M. (1980). The Modern Practice of Adult Education: From Pedagogy to Andragogy. What is the role and mission of the adult educator (pp. 24-39)? New York: Cambridge. *2. Lowman, J (1984). Mastering the techniques of teaching. Chapter 1: What constitutes masterful teaching? *3. Brookfield, S. (1991). The development of critical reflection in adulthood: Foundation of a theory of adult learning. New Education, 13(1), 39-48. *4. Gitterman, A. (2004). Interactive andragogy: Principles, methods, skills. Journal of Teaching in Social Work, 24(3/4), pp. 95-112. 5. Review this web module: http://ctl.utexas.edu/teaching/learning. 6. Svinicki & McKeachie, Chapter 11, pages 139-149. *7 Winkelmes et al 2016 Transparency and Underserved Students *8. High Impact Practices, AACU study results *9. Advancing Equity by Teaching Transparently *10. How learning works: Chapter 6
5- September 20	Theoretical discussion of learning and adult education, continued. Developing your teaching statement—who do you want to be when you graduate?	1. Introduction to the teaching statement: see this very helpful web module: https://teachingcenter.wustl.edu/programs/graduate-students-postdocs/applying-for-academic-positions/writing-a-teaching-philosophy-statement/. 2. Review this webpage: http://www.qotfc.edu.au/resource/index.html?page=65375&pid=65340. Do you agree that most social work students fall into the characteristics identified of adult learners? How do social workers differ? *3. Bendor, S., Davidson, K., & Skolnik, L. (1997). Strengths-pathology dissonance in the social work curriculum. Journal of Teaching in Social Work, 15(1/2), 3-16. *4. Dore, M. M. (1994). Feminist pedagogy and the teaching of social work practice. Journal of Social Work Education, 30(1), 97-106.

		*5. Graham, M. A. (1997). Empowering social work faculty: Alternative paradigms for teaching and learning. Journal of Teaching in Social Work, 15(1/2), 33-49. *6. How Learning Works: Seven Research Based Principles for Smart Teaching (Chapter 3). As a reflection: Teaching to Transgress, Chapters 1 & 2.
6-September 27	Ready, set.....course design...setting up a class, syllabus construction, classroom policies, and the developmental process of teaching.	1. Lewis and Sweet, pp. 44-48; Chapter V, Course Design pp. 71-90. Not all pages will be directly applicable to the types of courses you will likely teach in SW, peruse this chapter and use what is applicable to you. 2. Thoroughly review the course design module at: http://ctl.utexas.edu/teaching/course-design. *3. Anderson, D. K., & Harris, B. M. (2005, Fall). Teaching social welfare policy: A comparison of two pedagogical approaches. Journal of Social Work Education, 41(3), 511-526. *4. Kurland, R. (1991). The classroom teacher and the role of authority. Journal of Teaching in Social Work, 5(2), 81-94. 5. Review this web module: https://teachingcenter.wustl.edu/resources/getting-started/. *6. Wiggins and McTigue, Backwards Design.
7-October 4	Active learning, collaborative learning. What kinds of teaching should we use with diverse learners?	*1. Steiner, S., Stromwall, K., Brzuzy, S., & Gerdes, K. (1999). Using cooperative learning strategies in social work education. Journal of Social Work Education, 35(2), 253-264. *2. Holley, L. C., & Steiner, S. (2005). Safe space: Student perspectives on classroom environment. Journal of Social Work Education, 41(1), 49-66. *3. As a reflection: Kirp, D. (1997). Those who can't: 27 ways of looking at a classroom. Change, 29(3), 10-18.

		*4. This is a very helpful web module: https://teachingcenter.wustl.edu/resources/refining-teaching-methods/. 5. The Summer, 2016 AAC&U's Journal Peer Review includes a series on the use of E portfolios as a means of advancing equity. The Winter/Spring 2016 issue is devoted to Transparency and Problem Centered Learning. Here's a link that will get you to both online journals: https://www.aacu.org/publications-research/periodicals/Peer%20Review. As a reflection: Teaching to Transgress Chapters 3 and 4
8-October 11	Strategies and methods-teaching with technology, flipping the classroom and current innovations in teaching; equity and inclusion as a functional enhancement to social work education	1. Svinicki & McKeachie-Chapters 14-16 (pp. 191-231); Also, review chapter 17 232-264. It is a bit long and detailed, so see highlights. *2. Faira, G., & Perry-Burney, G. (2002). A technology-based MSW program. Journal of Teaching in Social Work, 22(3/4), 155-169. *3. Siebert, D. C., Siebert, C., & Spaulding-Givens, J. (2006, Spring/Summer). Teaching clinical social work skills primarily online: An evaluation. Journal of Social Work Education, 42(2), 325-336. *4. Vernon, et. al. (2009). Distance education programs in social work: Current and emerging trends. Journal of Social Work Education, 45(2), 263- 275. *5. Ayala, J.S. (2009). Blended learning as a new approach to social work education. Journal of Social Work Education, 45(2), 277-288. 6. See this web module: http://ctl.utexas.edu/teaching/technology-enhanced-learning/teaching-with-tech. 7. See this webpage: https://teachingcenter.wustl.edu/resources/digital-pedagogy/. *8. E portfolios: Supporting Reflection and Deep Learning in High Impact Practices Harring & Luo (2016)

9-October 18	Class management, academic dishonesty, gatekeeping in social work Creating a full teaching portfolio	1. See this helpful website on the creation of a full teaching portfolio: https://teachingcenter.wustl.edu/programs/graduate-students-postdocs/applying-for-academic-positions/creating-a-teaching-portfolio/. 2. Svinicki & McKeachie, Chapter 13 Pages 172-87; *3. Collins, M. E., & Amodeo, M. (2005, Fall). Responding to plagiarism in schools of social work: Considerations and recommendations. Journal of Social Work Education, 41(3), 527-543. *4. Review of KU Grievance Policy *5. 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), 163-80.
10-October 25	Evaluation and Assessment—of the student, of your course, teaching observations and documentation of competency attainment	*1. Pike, C. A. (1998). A validation study of an instrument designed to measure teaching effectiveness. Journal of Social Work Education, 34(2), 261-272. *2. Steiner, S., Holley, L. C., Gerdes, K., & Campbell, H. E. (2006, Spring/Summer). Evaluating teaching: listening to students while acknowledging bias. Journal of Social Work Education, 42(2), 355-376. *3. Holden, G., et al. (2002). Outcomes of social work education: The Case for Social Work Self Efficacy. Journal of Social Work Education, 38(1), 115-129 4. Svinicki & McKeachie, Chapters 8-10, Pages 85-138. *5. Review of teaching summit presentation, Brook, J. & Scanlon, E. (2014). No small task: Linking core competency measurement & student skill demonstration through course assignments. University of Kansas, Center for Teaching Excellence, Teaching Summit, Lawrence, KS. *6. Rubric Evaluating Teaching, from KU CTE
11-November 1	Diversity, Social Work voice, and the strengths	1. Svinicki & McKeachie, Chapter 12, pages 150-170. *2. Lee, N. Y., & Greene, G. J. (1999). A social constructivist framework for integrating cross-cultural issues in teaching clinical social work. Journal of Social Work Education, 35(1), 39-50.

	perspective in the classroom	*3. Nichols-Caseblot, A., Figueira-McDonough, J., & Netting, F. E. (2000). Change strategies for integrating women's knowledge into the social work curriculum. Journal of Social Work Education, 36(1), 65-78. *4.Colven-Burque, et.al. Can cultural competence be taught? Evaluating the impact of the SOAP model. (2007). Journal of Social Work Education, 43(2), 223-241. *5.Snyder, et. al. (2008). Combining human diversity and social justice education: A conceptual framework. Journal of Social Work Education, 44(1), 145-161. 6. See this webpage: https://teachingcenter.wustl.edu/resources/inclusive-teaching-learning/. *7. Learning from Success: How original research on academic resilience informs what college faculty can do to increase retention of low socioeconomic status students (2014). As a reflection: Teaching to Transgress, Chapters 9 & 12
12- November 8	Ethics of faculty life, the classroom, academic freedom, and teaching while researching. Teaching SW within non-social work settings	1. Discussion-balancing teaching and research-what the faculty formula "looks like" at various institutions (Jody Leads); 2. Lewis & Sweet, Chapter IV "Developing Authority as a Teacher"; 3. Svinicki & McKeachie, Chapter 22, Pages 319-328.
13- November 15	The apprenticeship process, learning through observation	1. Students present and reflect on apprenticeship process 2. Apprenticeship reflection paper due for all students today. Students to decide on amount of lead time for drafts of teaching statements for review (see below).

NO CLASS November 22	Enjoy your Thanksgiving Break	
14-November 29	Wrapping up the semester, identify learning needs from this point forward, assessment and reflection of progress, teaching in social work as a form of practice; draft presentation of teaching statements.	1. Become familiar with these websites for class today: • The Chronicle of Higher Education • Change: The Magazine of Higher Learning • Faculty Focus • Council on Social Work Education • Association of American Colleges and Universities 2. Drafts of teaching statements reviewed in class today
15-December 6	Ending with the end in mind, closure, presentation of any portfolios, or syllabus comparison, teaching statements.	Presentation of teaching statements, reflective exercises.