

Teaching in Social Welfare

Class: Wednesdays 12-2pm; Haviland Room 4

Office Hours: Wednesdays 2:30-3:30; Appointment Required; Haviland 307

I. GENERAL DESCRIPTION

SW 375, *Teaching in Social Welfare*, is designed to assist you in developing a beginning teaching philosophy and apply it to an array of skills and strategies for teaching in social welfare. In this class, teaching will be considered a form of social work practice, guided by the same fundamental principles that guide our professional practice: strength-based, ecologically grounded, evidence-informed, and justice promoting. This course has three broad goals. We will examine philosophies of university teaching and learning in order to each develop or refine a personal statement of teaching philosophy. We will observe and practice the essential skills of university teaching to gain teaching experience, receive feedback, and form the basis of a teaching portfolio. These skills will include elements of *course planning* (crafting learning objectives, a syllabus, and assignments), *classroom instruction*, (public speaking, lecturing, instructional activities, discussion facilitation, using technology, classroom management strategies, addressing student individual differences, and confronting social injustices perpetuated and presenting in the classroom) , and *evaluation* (of instruction and learning/grading). Finally, this course will provide a consultation space for current Graduate Student Instructors (GSIs) to discuss issues relevant to their current work as educators. Using an interactive format, students will be encouraged to share their own learning and teaching experiences, in order to progress in their development as instructors.

II. SW375 LEARNING OBJECTIVES

1. Understand and apply strategies for student engagement.
2. Create student learning objectives, lesson plans, and strategies to assess student learning.
3. Apply best practice techniques to lecturing, discussion facilitation, and using technology to enhance student learning.
4. Create opportunities for student writing to enhance student learning.
5. Create classroom spaces that honor and are responsive to individual and group difference.
6. Collect, analyze, and synthesize feedback on the quality of the student as instructor.
7. Articulate a personal philosophy of teaching in social work.
8. Understand the current trends in teaching and learning in anticipated teaching specialty.

III. TEACHING METHODS & RESPONSIBILITIES

This course will utilize a variety of pedagogical techniques, all of which are intended to cultivate a collegial and interactive learning environment, mimic activities performed in teaching, and cater to different learning styles and preferences. Course content will be delivered primarily through discussions, dialogues, readings, assignments, activities, and exercises. You are encouraged to synthesize new material with information from other classes, and with experiences inside and outside of academic and professional venues.

I will facilitate the course objectives by doing the following:

- Provide elaboration, clarification, and examples of key constructs, theories, methodologies, and technologies;
- Help create a classroom environment for dialogue, practice, and discussion;
- Pose questions, comments, and reflections on course content and classroom process.

IV. COURSE MATERIALS

Davis, B.G. (2009). Tools for Teaching (2nd ed.) Jossey-Bass. ISBN-13: 978-0787965679

Hooks, B. (1994). Teaching to Transgress: Education as the Practice of Freedom. Routledge. ISBN-13: 978-0415908085

Svinicki A. & McKeachie, W.J. (2011 or 2013) McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers (13th or 14th ed.). Belmont: Wadsworth. ISBN 978-0-495-80929-6 or 978-1133936794.

OPTIONAL: Students for Social Justice (2014) J(our)ney: Genpowerment. CreateSpace Independent Publishing Platform. ISBN-9781499107319.

I have prepared a supplemental collection of readings available to you on bCourses. These materials will serve as reference materials throughout the course.

V. STUDENT RESPONSIBILITIES

Students will facilitate the course objectives by doing the following:

- Be on time and prepared with an understanding of the material from the previous session. You are expected to attend class and participate in discussions and group activities. If you are unable to attend class for some reason, or will need to come late or leave early, please let me know in advance of the class meeting by email.
- For the time that you are in the classroom, you are asked to make every attempt to “be present” in the space, by devoting your attention to the course material and engaging in the learning community. This likely requires turning off electronic communication devices. Should an emergency arise that requires you to leave on an electronic communication device during a class session, please let me know at the start of the class.
- Complete class assignments, as outlined below, in a timely and high quality fashion.

- Sensitive and controversial issues may arise that require special attention to engaging respectfully with your colleagues. We all come from different backgrounds, have various levels of confidence in our abilities, face different challenges, and have diverse perspectives on issues that will be expressed in the classroom. We will all share the responsibility of fostering an environment that is supportive, welcoming, and respectful of individual differences, positionalities, and viewpoints, and attends to forces of power, privilege, marginalization, and oppression in the classroom.

A. Academic Accommodations

If you would like to request academic accommodations due to a disability, please contact Disabled Students' Program (DSP), 260 César E. Chávez Student Center #4250, 510-642-0518 (V) 510-642-6376 (TTY). If you have a letter from this office indicating you have a disability that requires academic accommodations, it will be automatically provided to me. Please schedule an appointment with me if you would like to discuss the accommodations you need be successful in this class.

Please also inform me if you expect to miss a class as a consequence of your religious observance. If you provide notice in advance, you will be provided with a reasonable alternative to fulfill your academic responsibilities without penalty. Please also inform me of any other religious accommodations that you will require throughout the course.

Note: An emergency warning system alarm is tested at noon the 1st Wed. of each month.

B. Technology Requirements

This course will utilize email communication with the instructor and assignments that need to be completed online. You will need to have routine access to a computer with reliable internet access. Please ensure that you regularly check your bMail email account (or set bMail to forward to an email account you check regularly).

C. Technology Prohibitions

This course treats critical self-reflection as essential. Every attempt will be made to help individuals feel comfortable to share and take risks. Under no circumstances can course sessions be video or audio recorded without explicit permission of the instructor. Exceptions may be made for academic accommodations (see section A).

D. Strive for UC Berkeley's "Principles Of Community"

<http://www.berkeley.edu/about/principles.shtml>

These principles of community for the University of California, Berkeley, are rooted in our mission of teaching, research and public service. They reflect our passion for critical inquiry, debate, discovery and innovation, and our deep commitment to contributing to a better world. Every member of the UC Berkeley community has a role in sustaining a safe, caring and humane environment in which these values can thrive.

We place honesty and integrity in our teaching, learning, research and administration at the highest level. • We recognize the intrinsic relationship between diversity and excellence in all our endeavors. • We affirm the dignity of all individuals and strive to uphold a just community in which discrimination and hate are not tolerated. • We are committed to ensuring freedom of expression and dialogue that elicits the full spectrum of views held by our varied communities. • We respect the differences as well as the commonalities that bring us together and call for civility and respect in our personal interactions. • We believe that active participation and leadership in addressing the most pressing issues facing our local and global communities are central to our educational mission. • We embrace open and equitable access to opportunities for learning and development as our obligation and goal.

VI. EVALUATION

A. Evaluation of Instruction

Formative Session Evaluation: At the end of each class meeting, you will be offered the opportunity to anonymously provide me with feedback on the session and the course. Collecting an array of perspectives regarding course instruction will be used for the sake of continuous quality improvement, and help the course meet your expectations.

Summative Course Evaluation: You will have the opportunity to evaluate the course and the instructor's effectiveness at the end of the semester, as mandated by university policy.

B. Evaluation of Student Learning

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| Attendance, preparation for class, active participation | | 13% |
| Online Ethics Course | 08/24 | 09% |
| Assignments in which you create or re-create course materials (select any two) | | 20% |
| • Design of (and reflection upon) lesson plan, including learning outcomes | 09/12 | |
| • Proposal on how to use instructional technology to promote learning | 09/26 | |
| • Design of (and reflection upon) assignment & grading rubric | 10/03 | |
| • Syllabus re-creation (with reflection) | 12/05 | |
| Assignments in which you are observed using a teaching strategy (select any one) | | 38% |
| • How Students Learn Teaching Demonstration (in-class 10/24) | 10/31 | |
| • Observation of teaching, debrief, and reflection memo (in-section by apt.) | 10/31 | |
| Assignments in which you integrate yourself with your role as instructor (select any two) | | 20% |
| • Implementation, summary, and reflection on evaluation of teaching | 10/10 | |
| • Outline of a teaching statement with reflection | 11/14 | |
| • Bibliography and synthesis of readings on teaching in your area | 12/05 | |

VII. GRADING PROCEDURES

A. Late Assignments and Incompletes

As a student citizen and developing instructor, it is important that you take responsibility for the work required for this course. Assignments are due before class on the due date, unless otherwise specified. Late assignments may not be accepted if arrangements are not made with me in advance. In fairness to students who turn in their work on time, all late assignments will receive a reduction of points. Assignments more than 2 weeks late may result in a total loss of points. “Incompletes” for the semester are only provided under rare and exceptional circumstances, and require a written contract stating the nature of work to be completed and time line.

B. Academic Integrity

The School of Social Welfare will not tolerate acts of plagiarism or cheating. Do not purchase information or written text on the Internet, use someone else’s ideas or words as your own without proper acknowledgement, submit written text that another person wrote or that you wrote for another purpose for which you’ve already received credit, or place your name on a group project for which you did not substantively contribute. As you know, these are serious violations of academic integrity. For more information on Berkeley’s policies in this regard, please visit <http://studentconduct.berkeley.edu>. Assignments containing any plagiarism will earn 0 points. All suspicious activity will be reported to the School of Social Welfare and the Grad Division. Since this can result in humiliation, probation, transcript notations, and ultimately, dismissal from the University, it is advised that you speak to me about any difficulties you are having rather than compromise your integrity. If you have any questions about what would be considered cheating or plagiaristic, please consult with me!

C. Final Grades

Final grades for this course are based on the total number of points accumulated. Accumulated points and the equivalent grades are as follows:

Satisfactory: 80-100 points

Unsatisfactory: 0-79 points

Final grades for this course are based on the total number of points accumulated. Students earning at least 80 points will fulfill the graduate school criteria for earning credit for this course. You can track the number of points that you have earned on bCourses.

This course is eligible for the UC Berkeley Certificate Program in Teaching and Learning in Higher Education. Students must receive a satisfactory grade in order to receive credit.

Reminders:

- All new GSIs are required to attend the Fall Teaching Conference on August 16th: <http://gsi.berkeley.edu/programs-services/conference/>
- All GSIs must all complete the “GSI Professional Standards and Ethics in Teaching” Online Training by August 24th: <http://gsi.berkeley.edu/programs-services/ethics-course/>

VIII. SESSION OUTLINE & PREPARATION

SESSION 1: What are our goals for the semester 08/22

- (1) Brinkley, 2011. The First Few Weeks.
- (2) bCourses Weekly Resources Section 1: First Day(s)
- (3) bCourses Weekly Resources Section 1: Office Hours.
- (4) bCourses Weekly Resources Section 1: Working with Faculty.

SESSION 2: How can we promote student engagement? 08/29

- (1) Svinicki & McKeachie, 2011. Facilitating Discussion
- (2) Davis, 1993. Asking Questions.
- (3) Barrett 2010 –OR- Mishna 2007: Beyond Classroom Safety
- (4) Brookfield & Preskill, 2005. Discussion in Culturally Diverse Classrooms.

SESSION 3: How can student writing support attainment of learning objectives? 09/05

- (1) Krathwohl, 2002. A Revision of Bloom's Taxonomy.
- (2) Davis, 1993. Helping Students Write Better.
- (3) Svinicki & McKeachie, 2011. Using Writing to Enhance Learning.
- (4) Singhal, 2004. Academic Writing and Generation 1.5.
- (5) bCourses Weekly Resources Section 3: Writing.

SESSION 4: How can we use technology to support student learning? 09/12

- (1) Svinicki & McKeachie, 2011. Technology and Teaching.
- (2) Teaching Guide for GSIs. Using Instructional Technology.

NO CLASS MEETING 09/19

SESSION 5: How can we assess learning, assign grades, and provide feedback? 09/26

- (1) Svinicki & McKeachie, 2011. Assessment, Testing, and Evaluation
- (2) Svinicki & McKeachie, 2011. Testing: The Details
- (3) Svinicki & McKeachie, 2011. Good Designs for Written Feedback for Students
- (4) Teaching Guide for GSIs. Grading Student Work.

SESSION 6: How can we collect feedback and document quality of instruction? 10/03

- (1) Davis, 2009. Early Feedback to Improve Teaching and Learning.
- (2) Teaching Guide for GSIs. Evaluating and Improving your Teaching.
- (3) Davis, 2009. Video Recordings and Classroom Observations.
- (4) Davis, 2009. The Teaching Portfolio.

SESSION 7: How can activities facilitate the attainment of learning objectives? 10/10

- (1) Svinicki & McKeachie, 2011. Active Learning: Group-Based Learning
- (2) Svinicki & McKeachie, 2011. Experiential Learning

(3) Teaching Guide for GSIs. Teaching Sections.

SESSION 8: How can lecturing facilitate the attainment of learning objectives? 10/17

- (1) Davis, 2009. Delivering a Lecture.
- (2) Davis, 2009. Explaining Clearly.
- (3) Brookfield, 2006. Lecturing Creatively.
- (4) Svinicki & McKeachie, 2011. How to Make Lectures More Effective.

SESSION 9: What does contemporary scholarship tell us about how students learn? 10/24

- (1) Anastas, 2010. How Adults Think and Learn
- (2) <http://gsi.berkeley.edu/howstudentslearn2/speakers.html>

SESSION 10: How can we promote motivation and overcome threats to achievement? 10/31

- (1) Svinicki & McKeachie, 2011. Motivation in the College Classroom.
- (2) Svinicki & McKeachie, 2011. Dealing with Student Problems and Problem Students.
- (3) Solorzano, 2002. Keeping Race in Place (excerpts).

SESSION 11: How can we honor differences between individuals and across groups? 11/07

- (1) Davis, 2009. Diversity and Inclusion in the Classroom.
- (2) Davis, 2009. Students with Disabilities.
- (3) Davis, 2009. Reentry and Transfer Students.
- (4) Davis, 2009. Teaching Academically Diverse Students.

SESSION 12: What is our personal philosophy of teaching as applied to our discipline? 11/14

- (1) Freire, 2007. Pedagogy of the Oppressed.
- (2) hooks, 1994. Teaching to Transgress.
- (3) bCourses Weekly Resources: Academic Job Search Teaching Statements.
- (4) Wayne, 2010. Field Education as the Signature Pedagogy of Social Work Education.
- (5) Select readings from the Journal of Social Work Education on teaching within the social work curricular areas (practice, HBSE, policy, research, diversity, etc.)
- (6) bCourses Weekly Resources: Syllabus Creation

NO CLASS MEETING: University Non-Instructional Day 11/21

SESSION 13: What are the contextual factors shaping social work education? 11/28

- (1) Leighninger, 2000. The Beginnings of Social Work Education in the United States
- (2) Gambrell, 2001. EPAS: Do They Work for Clients?
- (3) <http://cbeandsocialworkeducation.wordpress.com/>
- (4) Bell, Love, Washington, & Weinstein. Knowing Ourselves as Social Justice Educators
- (5) 2004. Master Plan for Social Work Education in The State Of California.
- (6) Newfield, 2011. Unmaking of the Public University
- (7) Maurrassee, 2001. Beyond the Campus: Mission of Higher Education
- (8) Maurrassee, 2001. Living Up to a People's University
- (9) Hughes, 2013. Being the Diversity Hire: Negotiating Identity in an Academic Job Search
- (10) Vakalahi & Peebles-Wilkins, 2010. Women of Color on the Rise.