Teaching in Social Welfare

Class: Wednesdays 10am-12pm; Haviland Room 2
Office Hours: Fridays 8-9am; Haviland Room 217

I. GENERAL DESCRIPTION

SW 300, *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 four broad goals. We will consider the history and evolution of social work education in the context of the professionalization of social work and the higher education system in the United States. 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. SW300 COURSE OBJECTIVES

1. To reflect on the objectives of (social work) education;
2. To reflect on the process of learning and teaching;
3. To understand the contribution of the student and the teacher to the enterprise of education;
4. To learn philosophies/theories of adult education, and strategies to enhance learning in the classroom;
5. To develop specific teaching skills, including syllabus design, lecture and lecture preparation, assignments and examination development and evaluation;
6. To incorporate diversity content in teaching;
7. To develop skills in advising and mentoring students and graduate student instructors;
8. To develop a teaching philosophy and portfolio;
9. To embrace ethical teaching.

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) McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers (13th ed.). Belmont: Wadsworth. ISBN-13 978-0-495-80929-6.

I have prepared a supplemental collection of readings available to you on bSpace. 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 wireless communication devices completely off. Should an emergency arise that requires you to leave a wireless communication device on during a class session, please let me know at the start of the class meeting.

- 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.

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.

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 your CalNet ID is set-up (https://calnet.berkeley.edu/id/) and that you regularly check your CalMail email account (or set CalMail to forward to an email account that you do 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 will be made for academic accommodations when sufficient documentation is provided (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.

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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 quarter, as mandated by university policy.

B. Evaluation of Student Learning

Attendance, preparation for class, active participation	15%
Assignments in which you create course materials (select any two)	20%

- Design of and reflection on lesson plan which includes learning outcomes
- Proposal on how to use instructional technology to promote learning
- Assignment design & grading rubric
- Employment and assessment of active teaching strategy

Observation of teaching and feedback/reflection	20%
Assignments in which you integrate yourself with your role as instructor (select any two)	30%

- Implementation and write-up of evaluation of teaching
- Development of a statement of teaching philosophy
- Bibliography and 2-3 pg. synthesis of readings on teaching in your area

Syllabus creation or re-creation	15%

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 point deduction. Assignments more than 2 sessions 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 very serious violations of academic integrity. For more information on Berkeley's policies in this regard, please visit (http://studentconduct.berkeley.edu). I will report suspicious activity to the School of Social Welfare and the Graduate Division. Since this can result in humiliation, probation, notations on your transcript, and ultimately, dismissal from the University, it is greatly 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 bSpace.

Reminder: all GSIs must all complete the "GSI Professional Standards and Ethics in Teaching" Online Training: http://tinyurl.com/gsiethics.

<u>**VIII. SESSION OUTLINE**</u>

SESSION 1: <u>What are our goals for the semester?</u>

    (1) Introduce members of learning community to each other and the course.
    (2) Consult with former first-time GSIs about the wisdom they have acquired.
    (3) Prepare for a first class meeting.
    (4) Develop collective goals for the course.

SESSION 2: <u>How can discussion facilitate attainment of learning objectives?</u>

    (1) Krathwohl, 2002. A Revision of Bloom's Taxonomy.
    (2) Davis, 1993. Asking Questions.
    (3) Svinicki & McKeachie, 2011. Facilitating Discussion.
    (4) Brookfield & Preskill, 2005. Discussion in Culturally Diverse Classrooms.

SESSION 3: <u>How can we support student writing?</u>

    (1) Davis, 1993. Helping Students Write Better.
    (2) Svinicki & McKeachie, 2011. Using Writing to Enhance Learning.
    (3) Teaching Guide for GSIs. Working with Student Writing.
    (4) Harklau, Losey, & Siegal (1999). Generation 1.5 Meets College Composition.

SESSION 4: <u>How can we use technology to support student learning?</u>

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

SESSION 5: <u>How can we assess learning, assign grades, and provide feedback?</u>

    (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: <u>How can we collect feedback and document quality of instruction?</u>

    (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: <u>How can activities facilitate the attainment of learning objectives?</u>

    (1) Svinicki & McKeachie, 2011. Active Learning: Group-Based Learning
    (2) Svinicki & McKeachie, 2011. Experiential Learning
    (3) Teaching Guide for GSIs. Teaching Sections.

SESSION 8: <u>How can lecturing facilitate the attainment of learning objectives?</u>

    (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: <u>How can we promote motivation and overcome threats to achievement?</u>

    (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.

SESSION 10: <u>How can we honor differences between individuals and across groups?</u>

    (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 11: <u>How can we articulate a personal philosophy of teaching?</u>

    (1) Freire, 2007. Pedagogy of the Oppressed.
    (2) hooks, 1994. Teaching to Transgress.
    (3) Academic Job Search: Teaching Statements.

SESSION 12: <u>How can we apply our teaching philosophy to our discipline?</u>

    (1) Wayne, 2010. Field Education as the Signature Pedagogy of Social Work Education.
    (2) Select readings from the Journal of Social Work Education on teaching within the social work curricular areas (practice, HBSE, policy, research, diversity, etc.)

SESSION 13: <u>How does social work education fit into the larger context of our profession?</u>

    (1) Council for Social Work Education Professional Conference
    (2) Leighninger, 2000. The Beginnings of Social Work Education in the United States
    (3) Gambrill, 2001. EPAS: Do They Work for Clients?

SESSION 14: <u>How can we consider social work in the larger context of higher education?</u>

    (1) 2004. Master Plan for Social Work Education in The State Of California.
    (2) Newfield, 2011. Unmaking of the Public University
    (3) Vakalahi & Peebles-Wilkins, 2010. Women of Color on the Rise.