

SW398T Pedagogy in Social Work | Fall 2024

- Instructor: Diana DiNitto, Ph.D., ACSW, LCSW, AADC (she, her)
- Course Unique Number: 61305
- Course Canvas site: <https://utexas.instructure.com/courses/1403072>
- Meeting Time: Thursday 2:30PM - 5:30PM
- Meeting Place: WWH 418

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I. Course Description

This required course in the Steve Hicks School of Social Work doctoral program is designed to prepare students for college/university teaching. The course focuses on learning theory and the science of teaching in higher education, social work curriculum and accreditation, course development, and skills for teaching and developing classroom environments that support students and foster their success.

II. Course Objectives

By the end of the course, students will be able to:

1. Discuss and critique philosophies of higher education as they have evolved over time.
2. Conceptualize a beginning personal philosophy of teaching at the college/university level.
3. Apply the Council on Social Work Education's Educational Policy and Accreditation Standards (EPAS) in teaching.
4. Design courses grounded in social work values and ethics and principles of inclusion and universal design.
5. Develop teaching and assessment approaches that help students achieve all levels of learning.
6. Demonstrate skill in using teaching methods (lecture, discussion, cases, reading, etc.) in ways that facilitate critical thinking and an open exchange of ideas.
7. Understand the importance of the teacher's roles in a professional degree program.
8. Identify common issues that arise in social work classes and assess alternatives for addressing 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 think about the type of teacher you want to be and to give you opportunities to gain teaching experience. We will discuss learning and teaching in face-to-face environments and online in synchronous and asynchronous environments. Given the emphasis on learning how to teach and learn in this course, a variety of teaching/learning methods will be used including interactive lectures, discussion, exercises, guest speakers, student presentations, practice teaching, and participation in campus-wide teacher preparation activities.

IV. Required Reading

Selecting required readings for courses is an important process and often takes considerable time and thought. You will be asked to read all or some of the material in the books listed below. Each book is available for purchase or can be accessed electronically at no cost through the UT Libraries. These and other readings for each week are listed in section VIII of this syllabus (Course Calendar) and in the Modules section of our course Canvas website.

Adams, M., Bell, L. A., Goodman, D. J., & Shlasko, D. (Eds.). (2023). *Teaching for diversity and social justice* (4th ed.). New York: Routledge (available for purchase) or Adams, M., Bell, L. E., & Griffin, P. (Eds.). (2007). *Teaching for diversity and social justice* (2nd ed.). New York: Routledge (available electronically at the UT Libraries website).

Davidson, C. N., & Katopodis, C. (2022). *The new college classroom*. Cambridge, MA: Harvard University Press.

Lovett, M. C., Bridges, M. W., DiPietro, M., Ambrose, S. A., & Norman, M. K. (2023). *How learning works: 8 research-based principles for smart teaching* (2nd ed.) San Francisco: Jossey-Bass.

Rendón, L. I. (2023). *Sentipensante (sensing/thinking) pedagogy: Educating for wholeness, social justice and liberation* (2nd ed). Sterling, VA: Stylus.

The following texts are recommended:

Ahad-Legardy, B., & Poon, O. A. (Eds.). (2018). *Difficult subjects: Insights and strategies for teaching about race, sexuality, and gender*. Sterling, VA: Stylus. Available electronically at the UT Libraries.

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

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V. Course Assignments and Student Evaluation

Each of the learning assignments described below has been designed to maximize the application of course material to the practice of teaching and to your development as the teacher you wish to be. If other assignments might better meet your learning needs, let's meet to discuss possible alternatives. **Assignment due dates are noted in this section, in section VIII. Course Calendar, and in the Modules section of our Canvas website.** We will discuss assignments in class. Please post your assignments at our course Canvas site. If you would like to discuss assignments further or need additional time to complete an assignment, please let me know.

A. Teaching Credential

Teaching Preparation Series (worth 20% of the final course grade): Earn the 3- or 7-session teaching preparation certificate from the UT Austin Center for Teaching and Learning (CTL). To learn about the series and enroll go to the CTL's [Graduate Student Development](#) page, scroll down to Teaching Preparation Series, and click on "Find out more information here." We will discuss your experiences in these sessions throughout the semester. **Submit a copy of your certificate (and depending on which certification to choose to earn, your reflection paper or qualifying teaching statement, if you wish) with your final coursework on December 5. If your certificate is not available by this date, you can submit a list of the sessions you attended instead.**

This assignment is intended to broaden your exposure to knowledge and the practice of teaching through interaction with faculty, staff, and students from across the UT Austin campus.

B. Teaching Experiences

1. Microteaching (worth 10% of the final course grade): Thinking about what you currently know about teaching and engaging learners, record a presentation of no more than 15 minutes in which you teach the class to do something you love to do, do well, believe is important for us to know how to do, or that would otherwise be of interest. The presentation can be related to your personal or professional interests. **By Monday, September 9, post to Canvas a brief description of your topic and the teaching methods you plan to use during your video** (e.g., slide presentation, demonstration). **We will view these presentations in class on September 19 and 26, Weeks 4 and 5 of our class. Please post your video on Canvas** under Assignments no later than the day before you we will view your video in class. Each presentation will be followed by 5 to 7 minutes of discussion. During the discussion, note why you chose this topic, what it was like to prepare the material, and how you would assess your effort. Classmates and the pedagogy course instructor will also have an opportunity to provide feedback. You will find an example I made called "Microteaching: Diana DiNitto: Making a Corona Bowl" at our course Canvas site under Announcements.

This assignment is intended to help you begin to apply concepts learned in class about teaching, to observe yourself in the act of teaching by reviewing and reflecting on your video, and to receive some initial feedback about your teaching.

2. Teaching in a social work course or courses (worth 40% of the final course grade): The course instructor will attempt to pair each class member with experienced instructors teaching required undergraduate social work (or similar) courses at the Steve Hicks School or other social work programs. Class members will consult with the instructor(s) of that course(s) to develop and teach two class sessions of at least 75-minutes each or the equivalent. We will try to arrange for you to teach one session face-to-face and one online (synchronously or asynchronously). 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 cover a core concept or aspect of social work, i.e., material that would typically be covered in a required social work course. 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 to teach these 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 available to share with our class). **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.**

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

- a. **By October 3**, post to Canvas under Assignments a brief description (approximately 150 words or more if you like) of each class session you will teach, and be prepared to discuss the topic(s) with the pedagogy course instructor for clarification and/or consultation if needed.
- b. For each class you will teach, develop a detailed lesson plan and outline of the class content of approximately 2 to 3 pages and include the accompanying materials (e.g., slides, handouts) you will use. A template for developing the lesson plan will be provided, and students who previously took the course are often willing to share their plan and other materials as examples. Post your materials to Canvas for the pedagogy course instructor and send a copy to the instructor of the course 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 of the course in which you will be teaching). Include the following:
 - Specific learning objectives to be achieved using Bloom's revised taxonomy (we will discuss this taxonomy in Week 2 of the semester class). **At least one objective should focus specifically on diversity, inclusion, and/or social justice.** For **each** objective, be sure to note both the knowledge dimension and the cognitive process dimension of Bloom's revised taxonomy and include one or more examples from your class sessions. The number of learning objectives for a single class session is usually no more than a few.
 - The Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) competencies and behaviors you will address, including examples from your materials that illustrate those covered in each of your class sessions (we will discuss EPAS in Week 3 of the semester).
 - 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 and note whether you developed them or they are from another source, and, if so, if you modified them.
 - A list of books, articles, and/or other materials you used as a basis for developing 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.
 - An agenda and timetable for each class session (indicate how much time you will allot to each activity).
 - Method(s) you will use to evaluate your teaching. Consider using a different method to evaluate each class session you teach. 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 and questions about the material they may have, 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 are asked to do it after the class session. **Include these evaluations or a summary of them with your reflection paper described in point d below.**
- 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 Week 13 of the semester (November 21), we will discuss your teaching experiences. Show the class approximately 5 minutes of your recorded session, and no later than December 5, post to Canvas under Assignments 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 may have surprised you about your teaching experience, and 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 (some instructors may require this if you wish to each in their course). If possible, you may also wish to work with the course instructor in other ways (e.g., assist with developing tests or case scenarios) or 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 (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 through our class about teaching and learning, being purposeful about teaching, observing yourself teaching, receiving feedback about your teaching, and, finally, reflecting on these experiences. As John Dewey said: "We do not learn from experience...we learn from reflecting on experience."

C. 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 are available at the course Canvas site in the Week 12 course module. Also see the UT Center for Teaching and Learning's webpage on teaching philosophy statements ([Teaching Statement](#)). You may also wish to attend the CTL's sessions on developing teaching philosophy 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 November 21, Week 13 of our class. Be prepared to discuss your statement in class. The instructor will review and comment on your statement and return it to you by November 29. You will also be asked to review and provide feedback on two other class members' statements by December 2. You may revise your statement if requested or if you wish and resubmit by December 5.**

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

D. Class participation (worth 20% of the final grade)

This course involves substantial in-class participation, often involving advance preparation as noted in the instructions below for preparing for each week of class. Your participation is highly valued and will be noted, but class participation assignments are not graded per se because as adult learners, I believe we

all recognize the benefits of participating for ourselves and all class members even if a grade is not assigned. Also see the Appendix at the end of this syllabus for the self-report course “unattendance” sheet.

Class participation is critical to the social work learning environment. Class participation assignments are intended to help you think more deeply about the application of the readings and other course materials to learning and teaching and to better prepare you to engage in class sessions. These assignments may also help you think about how you can encourage your own students to participate to enrich their class experiences and those of their classmates.

Criteria for Evaluating Assignments. Assignments A, B, and C will be assessed on the five criteria described below as appropriate to the specific assignment with equal weight (20 points) given to each criterion. Assignment D will be assessed based on your preparation and involvement in the class participation exercises. We will use a mutual system in which both you and I, the course instructor, will engage in a process of feedback, dialogue, and reflection to assess your work.

1. Is the assignment complete, i.e., have all instructions for the assignment been followed?
2. Is the assignment thorough, clearly presented, logically organized, and 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/teaching theory and practice?
5. Is there evidence of originality and creativity?

The University requires that course grades be assigned based on the following system:

94 & above=A	Work is exceptional on all criteria	74.0-76.999=C	Work meets most criteria
90.0-93.999=A-	Work is exceptional on most criteria	70.0-73.999=C-	Work meets some criteria
87.0-89.999=B+	Work is good/very good on all criteria	67.0-69.999=D+	Improvement needed on some criteria
84.0-86.999=B	Work is good/very good on most criteria	64.0-66.999=D	Improvement needed on many criteria
80.0-83.999=B-	Work is good/very good on some criteria	60.0-63.999=D-	Improvement needed on most criteria
77.0-79.999=C+	Work meets all criteria	Below 60.0=F	Improvement needed on all criteria

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VI. University and Steve Hicks School of Social Work Policies

Attendance and Academic Behavior. At the University of Texas at Austin, regular attendance at all class meetings is expected. Instructors are responsible for implementing an attendance policy and must notify students of any special attendance requirements. See more information at <https://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/>. Furthermore, students are expected to abide by the Standards for Social Work Education (available at <https://socialwork.utexas.edu/student-resources/bsw/policies-and-procedures/>). The student shows potential for responsible and accountable behavior by being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, and keeping appointments or making appropriate arrangements.

Religious Holy Days. A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the Center for Access and Restorative Engagement at <https://community.utexas.edu/care/>. The University does not maintain a list of religious holy days.

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.

Policy on Academic Integrity. Students who violate University rules on academic 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 academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

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.

University Electronic Mail Student Notification. Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

Steve Hicks School of Social Work Policies

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.

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.

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 and Mental Health 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.

Resources, Prevention of Discrimination, and Safety

Disability Accommodation Statement. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A's website for contact and more information: <https://community.utexas.edu/disability/>. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and how they apply in my class.

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.

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

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/>.

Title IX Accommodations for Those Pregnant, Nursing and Parenting. Pregnant, nursing and parenting students, faculty, and staff are eligible for accommodations through the Title IX Office that support equal access to education and work and prevent discrimination. Students may reach out to the Title IX Office for help with accommodations to make up missed classes, complete missed coursework, keep them safe in the classroom, apply for leaves of absence, receive priority registration and other related support. Faculty and staff, including undergraduate students who work on campus and graduate student employees, may reach out for assistance with job or schedule restructuring and obtaining modified or additional work equipment. Visit the [Title IX pregnancy and parenting resource page](#) for more information or contact the [Title IX Support and Resources team](#) connect with a Case Manager.

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.

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 comportment. Your full participation in class will help ensure that we have the most productive semester possible. In this course, 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, please turn off phone ringers and refrain from text messaging, reading e mail, and other non-class activities unless necessary.

Professional conduct. As professionals, we recognize the need for observing codes of conduct regarding confidentiality, dress, language, and other matters and the importance of exercising good judgment in our class and while working with other instructors, classes/students, and organizations or other entities on course assignments.

Attendance. To make the most of our class time, it is important that we all do our best to arrive on time and remain for the entire class period. Not doing so may be considered an absence. **Ten points** will be deducted from the final course grade for each class absence not due to illness, an (unforeseen) emergency, or observance of a religious holiday (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). If you miss a class, please see the instructor for make-up work. Two or more class absences will necessitate a discussion with the course instructor about whether it is feasible for you to complete the course and may result in a failing grade or the need to withdraw from the course. **The appendix at the end of this syllabus is a self-report “unattendance” 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 the instructor whether alternative arrangements (e.g., additional time for completing the assignment or course) can be made. 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 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 modifications, 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 submit most assignments by uploading them to our course Canvas site.
- Assignment due dates are noted in the course calendar. Timeliness is important in the professional world. 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 may 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.
- Plagiarism is a form of scholastic dishonesty and faculty are expected to address it as such (also see the next item on this list and the UT policy on academic integrity at [this website](#)). To avoid plagiarism, 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. If you desire assistance on how to cite appropriately, let's meet so that we can discuss this before you begin submitting assignments as not giving due credit to others can result in a “0” for the assignment or an “F” for the course.

Scholastic Dishonesty. Scholastic dishonesty may result in a report to the Associate Dean for Doctoral Education, the 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 a schedule for each week's class session as well as additional resources such as pdfs and Word versions of some readings and handouts.

Week 1, August 29: Getting started (a good first class), decolonizing courses, and co-constructing guidelines for engaging students

To prepare for this class session:

1. Play the greeting from the course instructor at the course Canvas page under Announcements.
2. Review the syllabus available under Modules at the course Canvas page and note questions you have about the course (you may wish to have a copy of the syllabus handy during the first class).
3. Think about the best teacher(s) you ever had and why (we will discuss the qualities of "good" teachers and "good" students in class).
4. Watch the video "[Looking Back on the History of Social Work Education](#)" (3.42 minutes) or listen to a recording of the text of the video at the course Canvas site.
5. Read the following from the course texts:
 - a. Davidson & Katopodis: Introduction, Chapter 4 "Before the First Class", Chapter 5 "The First Class"
 - b. Rendón: Foreword, Acknowledgments, Introduction
 - c. Lovett et al., Appendix A "What Are Ground Rules and How Can We Use Them?"
6. Review [Bradley Fyffe's teaching philosophy statement](#) (Mr. Fyffe teaches students in earlier grades, but his statement has relevance for our course.): **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](#).
7. Peruse Lang, J. M. (2019, January 4). How to teach a good first day of class. *The Chronicle of Higher Education* (see Week 1 module at the course Canvas site). (The Chronicle, which is available at the UT Libraries website, also offers other advice guides for faculty.)
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:

1. Begin thinking about the topic for your microteaching presentation.
-

Week 2, September 5: Philosophy of education, learning theory, evidence-based/informed teaching and learning, and a critical look at critical theories for teaching

This week, 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 and co-host of the podcast *Two Guys on Your Head*, will help us consider how we can help students learn.

To prepare for this class session:

1. Read the following short pieces:
 - a. In Orey, M. (Ed.). (2010). [Emerging perspectives on learning, teaching, and technology](#).
 - i. Chapter 3. Bloom's taxonomy by M. Forehand
 - ii. Chapter 4. Vygotsky's constructivism by C. Galloway

- b. Lynch, M. (2019, September 6). [How to implement critical pedagogy in your classroom](#). The Advocate.
- c. Specia, A., & Osman, A. A. (2015). [Education as a practice of freedom: Reflections on bell hooks](#). *Journal of Education and Practice*, 6(17), 195-199.
- d. University of Manitoba. (n.d.). [Compassionate pedagogy](#).
2. View the following tools to help in applying Bloom's taxonomy
 - a. [Taxonomy as a wheel](#)
 - b. Bloom's verbs and Bloom's stems (See Week 2 Module at the course Canvas site.)
 - c. [Bloom's taxonomy revisited for AI](#) (Oregon State University Ecampus)
3. Read the following from the Lovett et al. course text: Appendix G "What Are Learning Objectives and How Can we Use Them?"
4. Play these videos:
 - a. [Paulo Friere's Critical Pedagogy](#): (4.34 minutes)
 - b. [bell hooks et Paulo Freire: Un dialogue radical](#) (it's in English): (2.50 minutes)
 - c. [Janet Finlay, Andragogy](#) (Adult Learning) (8.27 minutes) You may also wish to review the infographic "[Adult Learning Theory Andragogy by Malcolm Knowles](#)" at [ELEARNINGinfographics.co](#) (click on "view full infographic")
 - d. ["Evidence-based Teaching for Social Work Education"](#) by Dr. Miki Tesh (13.28 minutes): **For class discussion, note two or more points you thought were especially important and why.**
 - e. This is a longer video but worth it: [Critical Race Pedagogy in Social Work](#) by Susan Nakaoka and Nicole Vazquez (1.5 hours).

Reminder of upcoming assignments due:

1. Each class member will select a chapter from the Lovett et al. class text to discuss in class next week.
 2. Submit topic and brief description of your microteaching presentation by Monday, September 9.
-

Week 3, September 12: Philosophy of education, learning theory, and evidence-based teaching and learning

This week, Dr. Cynthia Franklin, Stiernberg/Spencer Family Professor in Mental Health, who served on the committee that developed the latest CSWE Educational Policy and Accreditation Standards, will speak with us.

To prepare for this class session:

1. Read the following from the Lovett et al. course text: a. "Introduction: Bridging Learning Research and Teaching Practice" (pp. 1-8), b. the chapter on which you will report, and c. "Conclusion: Applying the Eight Principles to Ourselves" (pp. 212-218), and any other chapters you wish to read. **Be prepared to speak in class for a few minutes on the principles and key points of the chapter on which you will report and provide an illustration or two of these principles from your own learning experiences to the class.**
2. Read the following from the Rendón course text: Chapter 1 "Prelude to a New Pedagogical Dreamfield."
3. Review the Council on Social Work Education's [2022 Educational Policy and Accreditation Standards](#) focusing on the nine competencies. You can also review related EPAS resources as your time allows.
4. Read the following short pieces:
 - a. McLoed, S. (2024, February 2). [Kolb's Learning Styles and Experiential Learning Cycle](#).
 - b. Khazan, O. (2018, April 11). [The myth of 'learning styles.'](#) *The Atlantic*.
5. Optional (if you wish): Take the [VARK \(visual*aural*read/write*kinesthetic\) questionnaire](#): click on green rectangle entitled "What is YOUR learning preference?".
6. Peruse resources at the website of the UT Austin Center for Teaching and Learning: <https://ctl.utexas.edu>.

Reminder of upcoming assignment due:

1. Next week and the following week, we will view and discuss class members' microteaching presentations. Be sure to post your video to Canvas no later than the day before we will view and discuss it in class.
-

Week 4, September 19: 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. For those presenting their microteaching lesson this week, be prepared to discuss your video and to comment on the process you used in developing your presentation, the principles of learning you applied, and thoughts about your final product.
2. Read the following from the course texts:
 - a. Rendón: Chapter 2: "Learning from Another's Story"
 - b. Adams et al., 4th ed.: Preface, Chapter 1 "Theoretical Foundations for Social Justice Education," and Chapter 2 "Pedagogical Foundations for Social Justice Education" **OR** 2nd ed.: Preface, Chapter 1 "Theoretical Foundations for Social Justice Education," Chapter 2 "Pedagogical Frameworks for Social Justice Education," Chapter 3 "Conceptual Foundations for Social Justice Education"
3. 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](#):
 - i. Review the text on this landing page and the three short videos.
 - ii. Under the green, purple, and blue graphics, view the three variations of CAST's UDL guidelines.
 - c. Peruse [Equity Review Tool](#): A Process Guide for Equity-centered Instructional Materials by Achieving the Dream and Intentional Futures in partnership with Every Learner Everywhere.
 - d. Browse website of [UT Austin Disability and Access](#) housed in the Division of Campus and Community Engagement.

Look ahead to a class participation activity:

1. See the Caplan and Ford reading noted in Week 7, October 10, and allow yourself sufficient time to do this reading and post to the online discussion board as indicated in the instructions.
-

Week 5, September 26: Philosophy of education, learning theory, and evidence-based teaching and learning; microteaching presentations; putting the pieces together; in class and on-line discussions as teaching techniques

To prepare for this class session:

1. For those presenting their microteaching lesson this week, be prepared to discuss your video and to comment on the process you used in developing your presentation, the principles of learning you applied, and thoughts about your final product.
2. Read the following from the course texts:
 - a. Davidson and Katapodis: Chapter 2 "Structuring Active Learning," Chapter 6 "Activities for Any Day of the Term," Chapter 8 "Group Work Without the Groans," Chapter 9 "Research that Inspires Creativity"
 - b. Adams et al., 4th ed.: Chapter 3 "Design and Facilitation," Chapter 4 "Core Concepts for Teaching Social Justice Education" **OR** 2nd ed.: Chapter 4, "Designing Social Justice Education Courses," Chapter 5 "Facilitating Social Justice Education Courses"
3. Think back on materials on Bloom's taxonomy, EPAS, learning theory, ways of learning, critical pedagogies, and UDL in preparation for applying them in a class exercise we will do today.
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 examples of their favorite teaching techniques. Also note two examples of techniques you believe enhance your learning most. Be prepared to discuss these techniques in our class meeting on October 10.

Reminder of upcoming assignments due:

1. By next week, September 28, 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. Please remember that the lesson plan and materials you will be using for your teaching experience assignment are due to the instructor of the course in which you will be teaching and to the pedagogy course instructor at least **two** weeks in advance of when they will be presented/available to students. It is helpful to refer to the syllabus periodically to review descriptions of course assignments, especially the teaching experience assignment, since it has several components.

Week 6, October 3: There is no formal class meeting this week. This time is devoted to (1) meeting with the instructors in whose classes you will be teaching and planning for your teaching sessions and (2) earning a teaching certificate from the UT Austin Center for Teaching and Learning. I am 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, please do the following:

1. Read the following from the course texts:
 - a. Rendón: Chapter 3 “Refashioning the Dream,” Chapter 4 “Refashioning the Dream: The Experience of Employing an Integrative, Consonant Pedagogy Rooted in Social Justice”
 - b. Davidson and Katapodis: Introduction, Chapter 1 “Why Change Now,” Chapter 3 “Teaching is Mentoring”
2. Browse websites of:
 - a. [Association of Baccalaureate Social Work Program Directors \(BPD\)](#)
 - b. [Chronicle of Higher Education](#): (access Chronicle at UT Austin Libraries)
 - c. [Council on Social Work Education \(CSWE\)](#)
 - d. [Group for the Advancement of Doctoral Education in Social Work \(GADE\)](#)
 - e. [International Association of Schools of Social Work \(IASSW\)](#)
 - f. [National Association of Deans and Directors, Schools of Social Work \(NADD\)](#)
 - g. [National Teaching & Learning Forum](#) (access at UT Austin Libraries)
 - h. [Society for Social Work and Research \(SSWR\)](#)

Week 7, October 10: More teaching techniques; teaching in different areas of the social work curriculum and approaches for addressing diversity, inclusion, social justice, and trauma-informed teaching

A panel of faculty will join us to discuss this week’s course topics.

To prepare for this class session:

1. Read from the Davidson and Katapodis text Chapter 7 “Democratic and Antiracist Pedagogy.”
2. Read Chu, E. (2018). “The least we can do”: Gender affirming pedagogy starting on day one. (Chapter 9). In Ahad-Legardy, B., & Poon, O. A. (Eds.). *Difficult subjects: Insights and strategies for teaching about race, sexuality, and gender* (pp. 158-177). Sterling, VA: Stylus. The book is available electronically at the UT Libraries.
3. Review these handouts:
 - a. Carello, J., [Principles of Trauma-Informed Teaching and Learning](#)

- b. Carello, J., & Butler, L. D., [Some Principles and Practices to Enhance Classroom Emotional Safety](#)
4. Read the [tips from Middlebury College](#) on teaching writing, teaching for diversity and social justice, and peer review practices. Scroll down.
 5. Read Keith, T. (2019, November 22). [Spark Effective Discussions with Canvas Discussion Boards](#).
 6. Read Lerner, J. E., & Fulambarker, A. (2018). Beyond diversity and inclusion: Creating a social justice agenda in the classroom. *Journal of Teaching in Social Work*, 38(1), 43-53. See the Canvas course module for this week.
 7. View the video [Microaggressions in the Classroom](#) (18.03 minutes)
 8. To prepare for our faculty panel on teaching in different areas of the social work curriculum, peruse recent issues of the *Journal of Social Work Education* and *Journal of Teaching in Social Work* and identify two articles that address teaching in areas of the social work curriculum in which you are most interested. Be prepared to comment on their content in class.

Preparing for next week's class:

Thinking ahead to next week, read instructions for a class participation exercise in the handout Discussion Board: Experiences of Diverse Students available in this week's course module at our 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. Make your written or voice posts by Thursday, October 17 at midnight. Review your classmates' posts and respond to two (or more) of their posts by Monday, October 21, at midnight. Review all posts prior to our class on October 24.

Week 8, October 17: 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 Center for Teaching and Learning. I am 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, please do the following:

1. Read in the Rendón course text: Chapter 5 "The Courage to Chart a Different Path," Chapter 6: "Sentipensante (Sensing/Thinking) Pedagogy"
2. Complete the Discussion Board Exercise described in the Week 7 course module under "Preparing for next week's class."

Week 9, October 24: Meaningful and sometimes life-changing and difficult conversations; using the arts in teaching social work

To prepare for this class session:

1. Ensure that you have completed the Discussion Board exercise based on Caplan and Ford's article "The voices of diversity" and be prepared to discuss the exercise and the discussion board teaching approach in class.
2. Select and read two chapters (or more if you wish) from chapters 5-10 of the Adams et al. text, 4th ed. **OR** from chapters 6-15 of the 2nd ed. Be prepared to comment on 2 (or more) of the points you thought were most important from each chapter you selected 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 the topics you have selected and ideas about how you would use them to conduct discussions or otherwise facilitate learning in foundation areas of the social work curriculum

(social work values and ethics; research/statistics; policy; micro, mezzo, and macro practice; human behavior and the social environment).

3. Read the following short piece: Smith, D. (2015, June 18). [The 8 R's of Talking about Race: How to Have Meaningful Conversations](#).
 4. Read the poem "[Weather](#)" by [Claudia Rankine](#) at this University of Minnesota website. Then, listen to a commentary and Claudia Rankine reading her poem at KBOO: <https://direct.kboo.fm/media/84095-weather> (4.34 minutes). Reflect on the thoughts this poem raises for you and make note of them in preparation for a 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.
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Week 10, October 31: Making student assessment more meaningful (from grading to "ungrading"), rubrics, student self-assessment, peer assessment) and putting instructor course evaluations in perspective

To prepare for this class session:

1. Read the following from the course texts:
 - a. Davidson and Katapodis text: Chapter 10 "Feedback that Really Works," Chapter 11 "Grades—Ugh?"
 - b. Lovett et al.: Appendix E "What Are Rubrics and How Can We Use Them?", Appendix F "What Are Learner Checklists and How Can We Use Them?", Appendix I "What Are Reader Responses/Peer Reviews and How Can We Use Them?", Appendix J "What Are Exam Wrappers and How Can We Use Them?"
 2. Stommel, J. (2020). How to ungrade. In S. D. Blum. *Ungrading: Why rating students undermines learning (and what to do instead)* (pp. 25-41). Morgantown: West Virginia University Press. Available electronically at UT Libraries.
 3. Think about the different types of assignments, tests, and other assessments used in the courses you have taken. Be prepared to share your thoughts about how valuable they were to your learning, which you might be most likely to use in your role as a teacher, and how you might modify them to be more useful in promoting students' learning.
 4. Read the following brief articles (with links to original articles if you wish to read further):
 - a. University of Georgia, Center for Teaching and Learning. (n.d.). [Interpreting and responding to student evaluations of teaching](#).
 - b. Flaherty, C. (2016, January 11). [Bias against female instructors](#). *Inside Higher Education*.
 - c. Sprague, J. (2016, June 17). [The bias in student course evaluations](#). *Inside Higher Education*.
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Week 11, November 7: Course planning and syllabus design; classroom management; safety; faculty's added roles in professional education; online teaching, artificial intelligence and the next wave

This week Joan Asseff, Clinical Associate Professor and Assistant Dean for Master's Programs, and Yolanda Padilla, Clara Pope Willoughby Centennial Professor in Child Welfare and Associate Dean for Undergraduate Programs, will share insights on teaching and other faculty roles in master's and undergraduate social work programs.

To prepare for this class session:

1. Read Pittman, C. (2018). Addressing incivility in the classroom (Chapter 3). In Ahad-Legardy, B., & Poon, O. A. (Eds.). *Difficult subjects: Insights and strategies for teaching about race, sexuality, and gender* (pp. 54-71). Sterling, VA: Stylus.
2. Review information at the following websites:
 - a. [Behavioral Concerns and COVID-19 Advice Line](#)
 - b. [General Information on Campus Carry](#)
 - c. [Title IX](#)
3. Watch the video "[10 Online Teaching Tips Beyond Zoom: Teaching Without Walls Episode 1](#)" by Michael Wesch (10.28 minutes)
4. Review Darby, F. (2019, April 17). How to Be a Better Online Teacher: Advice Guide. *Chronicle of Higher Education*. See course Canvas site.
5. View examples of graphic syllabi (see course Canvas site), and read Pacansky-Brock, M. (n.d.). [Liquid syllabus: A humanizing element for online courses](#). As you begin reading, click on the link "Liquid Syllabus" to see Professor Pacansky-Brock's History of Still Photo course syllabus. Be prepared to discuss your reactions to these forms of syllabi.
6. Read the following short article: Melo, N. (2023). [Incorporating artificial intelligence into the classroom: An examination of benefits, challenges, and best practices](#). *eLearning Industry*.
7. The following readings are recommended:
 - a. 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.
 - b. 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.

Reminder of upcoming assignments due:

1. Teaching philosophy statement due by Week 13, November 21 (we will discuss preparing these statements in class next week; also see description of assignment).
2. Presentations of teaching experiences are scheduled for Week 13, November 21.

Week 12, November 14: Developing teaching philosophy and diversity, equity, and inclusion statements; academic freedom, responsibility, and integrity in teaching; the intersections of teaching, research, and service and the scholarship of teaching

This week, Dr. Laura Rendón, Professor Emerita, University of Texas at San Antonio, and author of *Sentipensante*, will be our guest speaker.

To prepare for this class session:

1. Read the following from the Davidson and Katapodis text: Chapter 12 "What Could Possibly Go Wrong?," Conclusion "Changing the World."
2. Consult resources at the Center for Teaching and Learning website on [developing teaching philosophy statements](#).
3. Review examples of social work faculty members' teaching philosophy statements in the course Canvas module for this week.
4. Review skeletal outline for writing a teaching philosophy statement in the course Canvas module.
5. Read American Association of University Professors, [Statement on Professional Ethics](#). Jot down two or three aspects of these principles you believe will be most important to you in your role as a college/university teacher. Be prepared to discuss them in class.
6. Read Calzada, E., & Hough, C. (2021, May 20). [Commentary: To fear critical race theory underestimates, harms students](#). *San Antonio Express*.
7. Think about how we would like to celebrate teaching and all your hard work during our last class meeting.

Reminder of upcoming assignments due:

1. Please post your teaching philosophy statement on Canvas under Assignments by class time next week and be prepared to discuss it in class on that day.
 2. Presentations of your teaching experiences will also be made next week.
-

Week 13, November 21: Reflecting on teaching experiences, discussion of teaching philosophy and diversity, equity, and inclusion statements**To prepare for this class session:**

1. Read the following from the Rendón text: Chapter 7 “Sustaining the Soul That Embraces a Different Truth,” Chapter 8 “When Sentipensante Pedagogy Meets the Theory and Praxis of Conocimiento.”
2. Be prepared to reflect on your teaching experience (e.g., what you think your strengths were, what might have surprised you about the experience, faculty and student feedback on your teaching, areas in which you would like to grow) and show about 5 minutes of your video recording illustrating your teaching.
3. By class time, post your teaching philosophy statement under Assignments at the course Canvas page and be prepared to spend 5-7 minutes discussing major points of your statement including points about diversity, equity, inclusion, and social justice. *You will be asked to review two of your classmates’ teaching philosophy statements. By December 2, using the Peer Review function under Assignments at our course Canvas site, provide each of them some friendly feedback (e.g., something you particularly liked about their statement, suggestions for clarification or improvement). The instructor will provide feedback on your teaching philosophy statement by November 29. Revise and resubmit if requested or if you wish by December 5.*

Reminder of upcoming assignments due:

On our last class day, December 5, the following are due: (a) reflection paper on your teaching experience and copies of students’ feedback or a summary of student feedback on your teaching and (b) your certificate from the Center for Teaching and Learning (or, if you have not received your certificate by then, include the names and dates of the sessions you attended; and, if you wish, your reflection paper or qualifying teaching statement as required by the certificate you earned). If revisions to your teaching philosophy statement are requested or you wish to revise for additional feedback, also turn in the revision on the last class day.

Week 14, November 28: No class, Fall break, a time for reflection

People have different thoughts and feelings about Thursday of this week. Whether or not you chose to name this day and whether you observe it or not, I hope you will take at least a little time this week to refresh as we prepare for the end of the semester. There are no assigned readings for this week, but please see additional message at our course Canvas site for this week and **please be sure to leave feedback on classmates’ teaching philosophy statement at the course Canvas site under assignments by December 2.**

Week 15, December 5: Wrapping up the course, reflecting on the semester, and celebrating teaching and learning and your efforts to develop into the teacher you wish to become**To prepare for this class session:**

1. In addition to completing the formal Course Evaluation, which I hope you will do, please feel free to share some constructive feedback about the course during our class session (e.g., what you thought was most helpful, suggestions for strengthening the course, etc.) or any other thoughts about teaching and learning you wish to share.

2. Be sure you have left feedback on the two classmates' teaching philosophy statements assigned to you, and be prepared to reflect on the peer review process as a teaching tool during class.
3. **Submit your teaching reflection paper and student feedback, teaching certificate or list of Teaching Preparation Series sessions you attended, and any other remaining work that may be due such as a revised teaching philosophy statement.**
4. Engage in our celebration of teaching and all the work you did this semester to prepare yourself for teaching.

IX. Course Evaluation

In addition to the official Course Evaluation that all students will be asked to complete at the end of the term, the instructor will request feedback from class members at various points during the term. Your input is also welcome at other times during the term to improve the course.

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X. Bibliography

Books (brief list)

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Journals, Newspapers, Newsletters, and Other Resources on Higher Education (Selected, General)

<i>Academe: Magazine of the AAUP</i>	<i>Journal of Classroom Interaction</i>
<i>Academy of Educational Leadership Journal</i>	<i>Journal of College Student Development</i>
<i>AAHE Bulletin (American Association for Higher Education)</i>	<i>Journal of Creative Behavior</i>
<i>Adult Education Quarterly</i>	<i>Journal of Excellence in College Teaching</i>
<i>ASHE (Association for the Study of Higher Education) Higher Education Report series</i>	<i>Journal of Further and Higher Education</i>
<i>Change: The Magazine of Higher Learning</i>	<i>Journal of Women in Educational Leadership</i>
<i>Chronicle of Higher Education, The</i>	<i>Journal on Excellence in College Teaching</i>
<i>College Teaching</i>	<i>NACADA Journal (Journal of the National Academic Advising Association)</i>
<i>Community College Journal of Research and Practice</i>	<i>New Directions for Community Colleges</i>
<i>Community College Enterprise</i>	<i>New Directions for Teaching and Learning</i>
<i>Community College Review</i>	<i>National Teaching & Learning Forum</i>
<i>Community College Week</i>	<i>Phi Delta Kappan</i>
<i>Diverse: Issues in Higher Education</i>	<i>Phi Kappa Phi Forum</i>
<i>Educational Leadership</i>	<i>Research in Higher Education</i>
<i>Educational Research</i>	<i>Review of Educational Research</i>
<i>Educational Research Review</i>	<i>Review of Higher Education</i>
<i>Educational Resources Information Center (ERIC)</i>	<i>Review of Research in Education</i>
<i>Educational Technology Research and Development</i>	<i>Studies in Higher Education</i>
<i>HASTAC Commons</i>	<i>Teachers College Record</i>
<i>Higher Education Abstracts</i>	<i>Teaching in Higher Education</i>
<i>Higher Education Resource Hub</i>	<i>The Journal of Educational Research</i>
<i>Higher Education Studies</i>	<i>The Journal of General Education</i>
<i>Innovative Higher Education</i>	<i>The Journal of Higher Education</i>
<i>Inside Higher Ed</i>	<i>The Journal of Negro Education</i>
	<i>The Mentor: An Academic Advising Journal</i>
	<i>The Teaching Professor</i>
	<i>Women in Higher Education</i>

Journals on Teaching and Higher Education in Social Work

Journal of Social Work Education

Journal of Teaching in Social Work

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XI. Appendix

The Unattendance Sheet

Name _____

Your attendance and participation in each class session is important to our class's learning environment. 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. 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. 29	Yes	No	
2	Sept. 5	Yes	No	
3	Sept. 12	Yes	No	
4	Sept. 19	Yes	No	
5	Sept. 26	Yes	No	
6	Oct. 3	NA		No group meeting
7	Oct. 10	Yes	No	
8	Oct. 17	NA		No group meeting
9	Oct. 24	Yes	No	
10	Oct. 31	Yes	No	
11	Nov. 7	Yes	No	
12	Nov. 14	Yes	No	
13	Nov. 21	Yes	No	
14	Nov. 28	NA		Fall break, no class
15	Dec. 5	Yes	No	

Signature and date

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XII. Contact Information

Instructor: Diana DiNitto

Office Number: WWH 427

Cell Phone: Will be provided in class

E mail: ddinitto@mail.utexas.edu

Office hours: So that "office hours" are convenient for you, please call or text or email so we can set a time to meet. I am often free right before or after class if that time works best for you.

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