# UNIVERSITY *of* HOUSTON

GRADUATE COLLEGE OF SOCIAL WORK          WWW.SW.UH.EDU

**COURSE TITLE/SECTION**:          SOCW 8335 (Section 20125)
                                   Teaching in Higher Education

**TIME: Monday, 1:00-4:00pm in SW-425**

**FACULTY:**
Dr. Monit Cheung, Ph.D., LCSW
Professor
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**OFFICE HOURS**: By appointment, or:
Mondays 4-6pm, Wednesdays 4-5pm
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## I. Course

### 1. Catalog Description

Prerequisite: Doctoral standing or permission from the instructor. Prepares doctoral students for teaching in higher education by applying theories in instructional design and analyzing pedagogical perspectives and teaching issues relevant to curriculum development.

### 2. Purpose

This course prepares students to critically examine methods and issues in teaching in higher education, and identify current trends and issues in graduate education. It focuses on developing knowledge and skills of effective teaching preparation. It is designed to provide a theoretical foundation about the philosophy of higher education and identify course planning strategies.

## II. Course Objectives

Upon completion of this course, students will be able to:

1.  Analyze history and current trends of teaching in higher education, including teaching methods and instructional designs that are research-based;

2.  Demonstrate an understanding of the mission of teaching in higher education and its related issues;

3.  Identify various teaching methods and be able to critically analyze their relevance, appropriateness, and effectiveness in different teaching situations and with diverse student populations;

4.  Demonstrate skills necessary for teaching in higher education, including planning classes, preparing materials, teaching classes, using technology, dealing with class problems or issues, conducting self-assessments, and preparing for self development;

5.  Identify the accreditation processes and curriculum requirements in the student's field of study (such as from the Council on Social Work Education).

## III. Course Structure
Lectures, class discussions, research projects and presentations, teaching or shadowing

## IV. Textbooks
- No textbooks are required. Required reading assignments are posted on Blackboard; recommended books and articles are included at the end of this syllabus. Students are encouraged to look for additional materials to support effective teaching methods used in their presentations.
- When you see this sign (++) on the course schedule (under "Reading"), you must prepare at least one extra reading, from the bibliography provided or other sources, that is related to the theme of the lecture. Share your reading summary with your classmates in this class where the extra reading is assigned.

## V. Course Requirements

### A. Participation (10%)
Students are expected to (1) prepare and present their assigned readings; (2) read other related literature to facilitate class discussion; (3) attend all classes; (4) participate in class discussions; (5) share progress in projects and research in class; and (6) prepare and complete all in-class practice assignments. Absences will be counted as non-participation unless arrangement is made to compensate for the missed participation.

**Attendance Policy**: In addition to participation score reduction, each nonexcusable absence will have a 2-point reduction (or 1-point with an excuse email approved by the instructor, or no deduction with a doctor's note or excuse documentation) from the final grade, including extensive tardiness.  An additional point will be taken due to inactive participation in each class period. Students who are absent for 10 hours without excusable reasons, or 15 hours regardless of reasons, must withdraw from the course or receive an automatic F grade.  To show your full participation and respect others, please observe this rule: absolutely no browsing through the internet (except for viewing course materials to follow the lecture), or using the cell phone or text-messaging in class.

### B. Teaching Practice (70%)
Purpose: Practice, analyze and improve teaching effectiveness
Grading Criteria: Teaching style and effectiveness, Time management

**Project#1: Ice-Breaker** (In-Class Presentation 10%)
Purpose: Identify the use of various means to connect the theme of a lecture to student learning with an aim to draw students' attention and increase their learning interest
Prepare a 5-min presentation in class on a topic of your choice. Use of multimedia or other creative means is required.

**Project#2: Lecture Analysis** (In-Class Presentation: 10%)
Purpose: Analyze a lecture, a workshop or a professional presentation in terms of strengths and teaching methods; present your findings in class with a theme.

**Project#3a: Teaching Mentorship & Rehearsal** (In-class Presentation: 20%)
Purpose: Incorporate observations and evidence-based research on teaching methods to teaching

Meet with one or more faculty mentors (in this College or another department) as soon as possible and observe the mentor's teaching techniques. Incorporating research on teaching, design and teach at least 30 minutes in this class to demonstrate two or more techniques including an ice-breaker (that can be modified from an existing one) and use of effective PowerPoint or other technology-based methods. Consult Dr. Cheung prior to this in-class presentation.

**Project#4: Teaching Skill Analyses** (In-class Presentation: 30%)
Purpose: Incorporate learned skills to enhance effectiveness in teaching
Based on feedback on your rehearsal, design a lecture and with your mentor's permission, videotape and teach in your mentor's class with techniques that draw participants' attention and facilitate learning. Present your analyses with your teaching **video-clips and a technology-based tool to demonstrate** your teaching methods and style, and lead a classroom discussion that focuses on teaching method applications (total presentation time: 60 minutes). This project will be due for Meeting#14. If you cannot find a class to teach prior to Meeting#2, please consult with Dr. Cheung ASAP.

## C. Teaching Portfolio (Project#5: 20%)

Purpose: Prepare a teaching portfolio with your c.v. to highlight your teaching philosophy, methods used, and evaluations of your teaching experience
Each student will produce a Teaching Portfolio which aims to be used to build your portfolio for academic job interviews. This portfolio can be prepared in an electronic, a web-based, or a binder format. See Guidelines in this syllabus.
Grading Criteria: Structure, Content, Logical Flow, Effort, Usefulness (see guidelines at the end of this syllabus)

## VI. Evaluation and Grading

| | | | |
|---|---|---|---|
| A = | 96-100% | C+ = | 76-79.9% |
| A- = | 92-95.9% | C = | 72-75.9% |
| B+= | 88-91.9% | C- = | 68-71.9% |
| B = | 84-87.9% | D = | 64-67.9% |
| B- = | 80-83.9% | F = | Below 64% |

## VII. Consultation
Please make an appointment to discuss your projects, phone or email the instructor, or stop by her office to schedule a meeting.

## VIII. Policy Addendum:
**ADA Policy:** Whenever possible, and in accordance with 504/ADA guidelines, the University of Houston will attempt to provide reasonable academic accommodations to students who request and require them. Please call 713-743-5400 for more assistance.
**Policy on grades of I (Incomplete)**
The grade of "I" (Incomplete) is a conditional and temporary grade given when students are either **(a)** passing a course or **(b)** still have a reasonable chance of passing in the judgment of the instructor but, for non-academic reasons beyond their control have not completed a relatively small part of all requirements. Students are responsible for informing the instructor immediately of the reasons for not submitting an assignment on time or not taking an examination. Students must contact the instructor of the course in which they receive an "I" grade to make arrangements to complete the course requirements. Students should be instructed not to re-register for the same course in a following semester in order to complete the incomplete requirements.
The grade of "I" must be changed by fulfillment of course requirements within one year of the date

awarded or it will be changed automatically to an "F" (or to a "U" [Unsatisfactory] in S/U graded courses). The instructor may require a time period of less than one year to fulfill course requirements, and the grade may be changed by the instructor at any time to reflect work complete in the course. The grade of "I" may not be changed to a grade of **W**.

## POLICY ON ACADEMIC DISHONESTY AND PLAGIARISM

Students are expected to demonstrate and maintain a professional standard of writing in all courses, do one's own work, give credit for the ideas of others, and provide proper citation of source materials. Any student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an "I" for the class with a recommendation that a grade of F be assigned, subsequent to a College hearing, in accordance with the University policy on academic dishonesty. Other actions may also be recommended and/or taken by the College to suspend or expel a student who engages in academic dishonesty.

All papers and written assignments must be fully and properly referenced using APA style format (or as approved by the instructor), with credit given to the authors whose ideas you have used. If you are using direct quotes from a specific author (or authors), you <u>must</u> set the quote in quotation marks <u>or</u> use an indented quotation form. For all direct quotes, you must include the page number(s) in your text or references. Any time that you use more than four or five consecutive words taken from another author, you must <u>clearly </u>indicate that this is a direct quotation. Please consult the current APA manual for further information.

Academic dishonesty includes using <u>any</u> other person's work and representing it  as your own. This includes (but is not limited to) using graded papers from students who have previously taken this course as the basis for your work. It also includes, but is not limited to submitting the same paper to more than one class.   If you have any specific questions about plagiarism or academic dishonesty, please raise these questions in class or make an appointment to see instructor. This statement is consistent with the University Policy on Academic Dishonesty that can be found in your UH Student Handbook.

## IX.　　Course Outline (This outline is subject to change based on class progress; check your emails or Blackboard regularly for new reading assignments and review questions. Prepare all your reading assignments prior to each class.)

## 1/13 Meeting#1: Foundation of Teaching
1. Course expectations
2. History of teaching: Teaching as a profession
3. Challenges of teaching in higher education: Current trends
4. Guided Reflection of Personal Feelings
    Personal Expectations
    Knowledge, Skills, and Attitude Qualities
    Purpose of Teaching
5. <span style="color:red">Teaching Grant Preparation</span>

**Practice:** "Who Are You?" "Who's Who in Social Work?" "Attention!"
<u>Read</u>:
1)　　Is Social Work a Profession?
2)　　Is Casework Effective?
3)　　Top American Research Universities
4)　　R&D
**Homework**: For Meeting#2: Bring in five items and present five of your strengths (with a focus on teaching)

## 1/20　MLK Day

**1/27** **Meeting#2: Teaching Theories**
1.   Teaching theories
2.   Teaching methods
3.   Teaching ethics
4.   Use of Icebreakers
5.   Personal discomfort and mannerism
**Practice:**
   1) Present five of your strengths using creative means (2 mins)
   2) Voice, tone, pace, …
Read:
- Article: "Ah ha…" learning: Using Cases and Case Studies"
- Gestures: Your Body Speaks (www.**toastmasters**.org/201-**Gestures**)
- ++ Teaching methods and skills

**Homework**:
For Meeting#3: Bring your teacher evaluation items to share with your classmates for finalizing an evaluation form to be used in class presentations

**2/3** **Meeting#3: First Plan: Teaching Evaluation**
Select various items to form your first teaching evaluation form
Read:
- Article: "There are no problems to be solved…"
- Various evaluation forms (see Bb Learn)
- ++ Why social work doctorates should learn how to teach?

**Discussion:** Evaluation form to be used for this class
**Homework**:
For Meeting#4: Prepare a 5-min ice-breaker that leads to the presentation of a social work topic

**2/10** **Meeting#4: Setting the Stage**
1.   Preparing a class
2.   Diverse learning modalities
3.   Use of technology: TurningPoint Response Pad (or e-Clicker), Polling, Blackboard and Turnitin, Smartboard (Promethean), Movie-Maker, You-tube

**Guest Speaker**: Jackie Duron, Doctoral Candidate (Topic: Online Polling)
**Practice**: Project #1--"Use of an Ice-Breaker" (5 mins) (Videotape in class for analysis)
**Read**:
- Turnitin Tutorial: http://www.uh.edu/fdis/tutorials/turnitin/index.php
- TurningPoint Response Pad: http://www.uh.edu/fdis/tutorials/turningpoint/index.php
- ++ Using technology in teaching

**2/17** **Meeting#5: Learning Styles and Classroom Issues**
1.   Motivation
2.   Culturally diverse adult learners
3.   Cheating and plagiarism

    4.  Class management issues and class size
    5.  Students with psychological issues
    6.  Time Management

<u>Read</u>:

- Article: "Assessing experiential learning styles…"
- Plagiarism commentaries
- ++ Classroom and learner issues

**Practice**:
Learning and Leadership Styles

**2/24  Meeting#6: Individual Consultation and Teaching Workshop**
Consult with the instructor about your teaching method(s), and attend a workshop for teaching effectiveness.

**3/3  Meeting#7: Teaching Critique**
Prior to this date, attend a workshop, a conference presentation, or a class lecture. Analyze the teaching and presentation method(s) and present your observations in this class (focusing on structure, skills and alternative ways to present this selected topic). Do not include name(s) of the presenter(s) in your presentation or writing (such as ppt). In this class, present your findings and demonstrate your teaching method and style.

Mid-Course Evaluation

**3/10  Spring Break**

**3/17  Meeting#8: Teaching Mentorship**
**Graded Practice**: Project#3-- Rehearsal Focusing on Teaching Method

**3/24  Meeting#9: Teaching Mandates**
    1.    Developing a Course Syllabus
    2.    Accreditation of Social Work Programs & Syllabus Development
    3.    Field Education: Social Work Signature Pedagogy
    4.    Comparing Classroom and Online Teaching

<u>Read</u>:
1)    CSWE EPAS:
    2008: http://www.cswe.org/Accreditation/2008EPASHandbook.aspx
    Proposed Revision (2015): http://www.cswe.org/Accreditation/EPASRevision.aspx
2)    Article: "Field education as the signature pedagogy of social work education"
3)    Syllabus checklist
4)    ++ Multicultural approaches in teaching

**3/31  Meeting#10: Developing Your Teaching Portfolio**
Students will be prepared to discuss your teaching philosophy including its major components.
**Practice:** Using wix.com and other tools

**Read**:
1) Teaching Philosophy Statement: Purposes and Organizational Structure
2) Teaching Philosophies Reconsidered
3) Teaching Philosophy: An example
4) ++ Teaching philosophy

**4/7   Meeting #11: Evidence-Based Practice and Social Work Education**
- Status of research in social work education
- Applicability of evidence-based research to social work education
- Enhancing research in the social work curriculum

**Practice**: Students will identify and read at least two recent peer-reviewed articles and be prepared to demonstrate teaching skills on the role of evidence-based research in social work education.

**Read**:
1) Article: "Evidence based practice in the social services" (in Bb only)
2) ++ Evidence-Based Teaching (i.e., teaching with evidence)

**Due for Feedback**—Project#5 Teaching Philosophy

**4/14   Meeting#12: Evaluation Revisited and Faculty Search**
**1)** Present a summary of evaluation of your teaching based on observations
**2)** How to ask/answer questions during a faculty search interview
Discuss teaching experiences and provide feedback
**Read**: Article: "A culturally sensitive interview guide…"
Article: "Critical race theory: A transformational model for teaching diversity"
++ Evaluation of Teaching
**Practice:** Job Interview (if time permits)

**4/21-28 Meeting#13 and Meeting#14: Diverse Teaching Skills**
**Graded Practice**: Project#4-- Teaching Skills (Present diverse teaching skills including video-clips of your own teaching, delivery of contents and class discussions; 60 minutes total time)

Course Evaluation (online) (Make sure your PeopleSoft email is your active email account to receive the evaluation link)

**5/2   Due by 5pm: Project#5-- Teaching Portfolio**

**Bibliography: Books on Teaching in Higher Education**
**Online E-book can be accessed through www.library.uh.edu**

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Dr. Monit Cheung

Bibliography (Journal Articles)

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**Please update your reading list, particularly using *Journal of Social Work Education*, *Social Work Education*, and other social work education journals.

**University of Houston Graduate College of Social Work**
**Teaching Portfolio Guidelines**

*Teaching Portfolio. Your portfolio is a means to reflect the best aspects of your teaching abilities and experiences. It starts with a preface justifying and explaining its contents. It includes a discussion of your philosophy of and approach to teaching, demonstrated by your teaching materials, observations through video/teaching assignments, self- and peer-critiques, collections of teaching literature and resources, and research on teaching methods. It also contains copies of student papers with or without your comments, mentor's evaluations and your reactions to them, and your plans for future teaching. A final reflective piece on your strengths and teaching/research integration should be included to highlight your teaching uniqueness. Completed with care, this portfolio can be updated and expanded on a regular basis, documenting your history, growth, and expertise, and serving as your professional dossier that may add other aspects of your expertise (such as research and community engagement) for use when you are on the job market.*

**Format & Structure of the Portfolio:**
 Your portfolio *must* include the materials listed below. Those marked with an asterisk (*) can be submitted as a draft to receive feedback from the instructor (see syllabus for the due date of each draft). Your portfolio *may* include other appropriate materials at your discretion. Page limit is provided for your information only and should not be rigidly followed. Use single-spacing unless double-spacing will enhance readability.

**Cover Page (Teaching Portfolio's Title, Your name, title, degrees, and university or place of employment, etc.)**

**Table of Contents (with page number or section dividers)**

1. **Preface/Introduction (1 page)**
   **Function: Describe and justify the contents**
   The preface may *explain the process* of selecting the portfolio's contents, *describe* the portfolio's contents, *assess the value* of these contents to you, *explain* or *justify* the format you have chosen to use, etc.

2. **\*Teaching Philosophy (1-2 pages)**
   **Purpose: Teaching ideas, values and evaluative statements of your ability**
   Your statement should draw on your experiences that reflect upon your teaching abilities, areas of expertise, values, and evaluative measures, etc. You may include readings from scholars who have influenced your teaching practices, or identify with a particular pedagogy or approach to teaching. You may wish to discuss your classroom successes and wisdom gained. You may assess what you have learned from observations or feedback. Your curriculum vitae (c.v.) should also be included in this section. The Teaching Philosophy statement can be included in your c.v.

3. **\*Teaching Method (5-10 pages)**

**Purpose:** Analyze history and current trends of teaching in higher education
Presented as a paper on a topic about teaching (e.g., history in social work teaching, delivery methods, evaluation, research-teaching connections, distance learning, experiential learning, working with diverse student populations and students with special needs, etc.). Use books, articles or research-based materials to support your thesis.

4. **\*Teaching Experience & Evaluation (5-20 pages)**
   **Purpose**: Critically analyze required teaching skills and competencies
   Use your teaching experiences, watch the videotapes of your teaching and utilize the evaluative feedback to write a paper with a <u>unique title</u> to: 1) describe your teaching content, style, skills, and use of technology and other teaching methods, 2) analyze teaching skills and quality improvement, 3) analyze the strengths of your teaching and how your passion in teaching is related to your future career development. Be sure to include in the appendix all teaching contents such as course syllabus, PowerPoints, lecture handouts, and a summary of your teaching evaluations.

5. **Resources (No page limit)**
   Purpose: Identify your strengths and additional resources to support your teaching
   Provide a paragraph to highlight your creativity and teaching abilities with additional resources. This may include poetic, visual, aural, dramatic, symbolic, photographic expressions and effects. If not yet included elsewhere in this portfolio, you may also include bibliography, readings relevant to your teaching, and a brief introduction of your mentors.

Your portfolio should be a portrait of you as an evolving teacher. It should show your commitment to and engagement in teaching, and what teaching means to *you* as a teacher, practitioner, and/or researcher. It should also showcase your critical thinking about and interaction with the theory, pedagogy, and practice of teaching in higher education.

This is a guideline only. Please discuss with Dr. Cheung if you would like to change the format to suit your needs or style.

# Grading Rubrics: Teaching Practice and Paper
## Dr. Monit Cheung, PhD, LCSW

| Grading Criteria | Criteria not demonstrated (1 point for submission) | Basic Level (5 points) | Proficient Level (8 points) | Excellent Level (10 points) |
|---|---|---|---|---|
| **Presentation (10-point base)** | • Did not use the allotted time efficiently<br>• Did not describe the connection between the topic and the teaching materials<br>• Used a weak posture and soft voice projection<br>• Did not connect with the audience or keep up with their interest<br>• Lacked confidence | • Used the allotted time to complete your presentation but seem to be rushing<br>• Demonstrated teaching techniques but without a clear connection between the topic and the teaching materials<br>• Used a good posture but did not project your voice well<br>• Did not keep audience's continuous attention<br>• Lacked confidence | • Used the allotted time to complete your presentation without rushing<br>• Demonstrated basic teaching techniques with a connection between the topic and the teaching materials<br>• Used a good posture but voice projection could be improved<br>• Connected with the audience<br>• Showed confidence | • Used the allotted time to complete your presentation with a well-organized plan<br>• Demonstrated creative teaching techniques to engage your audience with a clear connection between the topic and the teaching materials<br>• Used a good posture and project voice well<br>• Connected with the audience and gained their attention<br>• Showed confidence in a professional manner |
| **Paper (10-point base)** | • Did not seem to connect teaching evaluations for self development<br>• Did not describe presentation style<br>• Did not introduce the teaching strategies that link the teaching materials to the required topic<br>• Did not write in a professional manner | • Connected evaluative data to self development<br>• Described but did not critically analyze your presentation style<br>• Described but did not critically analyze how the teaching materials were used for developing your teaching strategies or linked the teaching materials to the required topic<br>• Wrote without a clear structure | • Connected evaluative data to self development<br>• Critically and systematically identified and analyzed your presentation style<br>• Linked the content with the required teaching materials but did not fully analyze the teaching process or strategies<br>• Wrote with some grammatical or spelling errors | • Connected evaluative data to self development<br>• Critically and systematically identified and analyzed your presentation style<br>• Linked the content with the required teaching materials and analyzed the teaching process for further developing teaching strategies<br>• Wrote systematically and logically without errors |