UNIVERSITY of HOUSTON
GRADUATE COLLEGE of SOCIAL WORK

uh.edu/socialwork

COURSE TITLE/SECTION: SOCW 8335 (28098) Teaching in Higher Education

TIME: Tuesday, 8:30am-11:30am in SW-425

FACULTY: Dr. Monit Cheung, Ph.D., LCSW   **OFFICE HOURS**: Tuesdays 11:30am-2:30pm,
Or by appointment Office: SW-422

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I. Course
A. 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.

B. 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 Content

History, current trends and theories in higher education instructional design; Teaching mentoring; Dealing with student and teacher issues; Development of teaching portfolio including teaching philosophy; Teaching skills—classroom, hybrid and online; Curriculum and course development

IV. Course Structure
Lectures, class discussions, research projects and teaching presentations, teaching and shadowing

V. Textbooks
- No textbooks are required. Required reading assignments are posted on Blackboard (Bb) Learn. Recommended books and articles are included at the end of this syllabus. Students are encouraged to look for and share additional materials to support effective teaching methods used in their teachings, projects and presentations.

VI. Course Requirements

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

Attendance Policy: In addition to participation score reduction, each non-excusable 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 other excuse documentations) 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: <u>absolutely NO</u> browsing through the internet (except for viewing course materials to follow the lecture and/or approved by the professor), or using the cell phone in class.

B. Teaching Practice (70%)
  Purpose: Analyze, practice and improve teaching effectiveness
  Grading Criteria: Teaching style, methods and effectiveness; Time management

  Project#1: Lecture Reflections (Written Journal & In-class Presentation: 10%)
    Purpose: Learning from a faculty mentor and starting to plan your own teaching contents and strategies
  Before class begins (during the summer),
  1. Identify a faculty mentor who will be teaching in the Fall
   (http://www.uh.edu/socialwork/current-students/msw-course-schedules/Fall%202016/)
  *Please contact Prof. Ginger Lucas for hybrid/online classes, which are not listed on the website.
  2. Meet with this mentor to introduce the mentoring project and invite participation (see "Mentoring" handout)
  After class begins (during the fall),
  3. Prior to Meeting#6, observe at least 3 hours (in once or multiple times) of the mentor's class and journal your observations (3 pages, APA format)
  4. Present in class your learning reflections in a creative way with visual aids (10 minutes), respond to questions and facilitate discussions (10 minutes)
  5. Submit via Bb your journals and PowerPoint slides/handout, on your presentation day for grading (Meeting#6 or Meeting#7).

Project#2: Teaching Mentorship & Rehearsal (In-class Presentation: 20%)

Purpose: Prepare and rehearse the use of innovative methods in your teaching plan

Work with your mentor to prepare your teaching plan. Rehearse part of your lecture(s) for your mentor's class in front of this 8335 class (max 30 minutes) with a focus on the teaching content with two or more teaching methods/techniques. All other students should provide feedback in class. Your rehearsal plan needs to be approved by Dr. Cheung, no later than a week prior to your rehearsal.

Project#3: Analysis of Your Teaching Skills (In-class Presentation: 40%)

Purpose: To demonstrate your teaching experiences and effectiveness

Step 1: Based on feedback about your teaching rehearsal (Project#2), design a lecture and with your mentor's permission, videotape and teach in your mentor's class (including the application of a Tableau website).

Step 2: Present your analyses of your teaching methods based on at least one teaching theory, describe how to engage students as demonstrated by your teaching video-clips, and lead a classroom discussion that focuses on teaching method applications (30 minutes presentation + 15 minutes discussion). Due by Meeting #12 & Meeting #13.

*If you cannot find a class to teach prior to Meeting#2, please consult with Dr. Cheung ASAP.

C. Teaching Portfolio (as Project#4: 20%)

Purpose: Prepare a teaching portfolio with your C.V. to describe at least one teaching theory that connects to your teaching style, teaching philosophy, methods used, testimonials and evaluations of your teaching experience

In class Dr. Cheung will present how to create your personal website. After that, each student will produce a web-based Teaching Portfolio, which aims to be used for scholarship/fellowship application and job searching, etc. The link of the portfolio must be sent to Dr. Cheung via email by the due date (12/6 Tuesday, 11:59pm).

Grading Criteria: Structure, Content, Logical Flow, Effort, Usefulness, etc. (see rubrics specified at the end of this syllabus)

VII. Evaluation and Grading

The following standard grading scale has been adopted for all courses taught in the college.

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%

VIII. 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 completed in the course. The grade of "I" may not be changed to a grade of W.

IX. 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 presentations, 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 must set the quote in quotation marks or 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 clearly indicate that this is a direct quotation. Please consult the current APA manual for further information.

Academic dishonesty includes using any 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. It also includes securing another person to complete any required activities, assignments, quizzes, papers, or exams in an online course, or in any on-line environment. If you have any specific questions about plagiarism or academic dishonesty, please raise these questions in class or make an appointment to see the instructor. This statement is consistent with the University Policy on Academic Dishonesty that can be found in your UH Student Handbook.

X. Americans with Disabilities Statement

The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them. If you believe that you have a disability requiring an academic adjustments/auxiliary aid, please contact the UH Center for Disabilities at 713-743-5400.

XI.   Course Schedule and Reading Assignments

This outline is subject to change based on class progress. Check your emails or Blackboard regularly for new reading assignments and review questions, etc. Prepare all your reading assignments and/or other preparations prior to each class.

8/23 Meeting#1: Foundation of Teaching
1. Syllabus, assignments and 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 and Motivation of Teaching

Practice: "Who Are You?" "Who's Who in Social Work?"
Read:
1) Is Social Work a Profession?
2) Is Casework Effective?
3) Top American Research Universities
4) Blackboard reading
Homework prepared for next class:
Prepare to bring five items and a 3-min presentation about five of your strengths, with a focus on teaching, for next week (Meeting#2).

8/30   Meeting#2: Theories on Teaching
1. Theories on Teaching
2. Teaching methods
3. Teaching ethics
4. Use of Icebreakers
Read:
   - Gestures: Your Body Speaks (Bb)
   - Blackboard reading
Practice:
   1) Present five of your strengths (with a focus on teaching) using creative means (3 mins, not graded)
   2) Voice, tone, pace, …
Homework prepared for next class:
Prepare a PowerPoint presentation based on a teaching theory of your choice (5-8 slides).
Please submit your topic to Dr. Cheung ASAP and before this Friday to avoid duplication.

9/6   Meeting#3: First Plan: Teaching Evaluation
Design a teaching evaluation form
Design a consent form for your teaching video recording
Present the teaching theory PowerPoint and receive evaluation from your peers

Read: Various evaluation forms (see Bb)
Practice: Theory presentation and practice the use of teaching evaluation
Discussion: Integrating theories to teaching
Homework prepared for next class:

Write a short paper about the theory supporting your research interests. Use at least three references from referee journals and others can be from other sources. At Meeting#5, you will submit this paper via Turnitin before we discuss the use of Turnitin to check plagiarism.

9/13 Meeting#4: Data Visualization as a Teaching Tool
Meet at the main library (Room TBA)—"Tableau" Presented by Irene Ke and Joshua Been
Read: https://datavizblog.com/2014/08/03/national-geographic-food-desert-in-america/
(understand the concept of "food deserts" particularly paying attention to the Houston map before the Tableau lecture)
Finalize your Tableau topic and make consultation appointments with the librarians as needed

9/20 Meeting#5: Integrating Technology in Teaching
1. Use of technology in teaching: e-Clicker, Polling everywhere, Word Cloud, Blackboard, Turnitin, Movie-Maker, YouTube, Wix.com
*Make sure to bring your smartphone or laptop to class to practice polling.
2. Integrating Technology in social work education (10:00am to 11:30am)
Guest Speaker: Ginger Lucas, Assistant Clinical Professor
Read:
- "Can e-learning replace classroom learning"
- Practice your Turnitin by submitting a short paper through Turnitin

9/27-10/4 Meeting#6 to #7: Teaching Stage: Learning Styles and Classroom Issues
1. Diverse learning modalities and course development
2. Culturally diverse adult learners
3. Cheating and plagiarism
4. Class management issues: motivation, class size, motivation, etc.
5. Students with psychological issues
6. Time management
Read:
- Article: "Assessing experiential learning styles…" (Bb)
- Plagiarism commentaries
Practice:
Learning and Leadership Styles

10/11 Meeting#8: Lecture Reflections
Graded Practice: Project#1—Lecture Reflections
20 minutes total: 10-min presentation + 10-min question & discussion

Mid-Course Evaluation

10/18 Meeting#9: Teaching Mandates
1. Developing a Course Syllabus
2. Discuss syllabus and curriculum development
3. Accreditation of Social Work Programs
4. Field Education: Social Work Signature Pedagogy (Panel to be invited)
Discuss: How to conduct curriculum mapping based on the 2015-EPAS
Read:
Read:
- Curriculum Mapping materials

- CSWE Educational Policy and Accreditation Standards (2015-EPAS): http://cswe.org/File.aspx?id=81660
- Syllabus checklist
- Article: "Field education as the signature pedagogy of social work education"

Preparation: Meet with your mentor (and Dr. Cheung) to prepare your lecture

10/25 Meeting#10: Developing Your Teaching Portfolio

Students will be prepared to discuss the major components of your teaching philosophy. Guest speaker is available on an individual basis to help you develop your wix.com and/or other web-based portfolio. You may also choose other software to develop your portfolio.

Practice: Using wix.com and other portfolio-making tools

Read:

1) Teaching Philosophy Statement: Purposes and Organizational Structure
2) Teaching Philosophies Reconsidered
3) Teaching Philosophy: An example

11/1 Meeting#11: Lecture Rehearsals (Project#2)

Rehearse your planned lecture with a focus on practicing teaching skills/methods (30 min max)

Preparation: Plan to bring an issue related to teaching for discussion in next meeting (#12)
Email a related article to all students and the professor before11/4

11/8 Meeting#12: Evidence-Based Teaching 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

Read: Article: "Evidence-based practice in the social services" (Bb)

Meet with Dr. Cheung individually to finalize your Project#3 presentation plan

11/15-22 Meeting#13 & #14: Teaching Project Presentations

Graded Practice: Project#3 - Teaching Skills

Present diverse teaching skills including video-clips of your own teaching, delivery of contents and class discussions; 45 minutes each presentation (including feedback and discussions)

11/29 Meeting# 15: Diverse Teaching Skills & Evaluations (Last Class)

How to ask/answer teaching 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"

Course Evaluation (Bb)

12/6 No Class (Project#4 Teaching Portfolio due by 11:59pm)

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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, based on your teaching interests.

University of Houston Graduate College of Social Work
Teaching Portfolio Guidelines

Your teaching portfolio is a means to reflect the best aspects of your teaching experiences and abilities. With advanced technology such as wix.com, you are asked to produce your e-portfolio with a focus on teaching excellence. It starts with a page of main contents. It should include your C.V., teaching philosophy, various types of teaching materials to demonstrate your teaching methods and creativity, testimonials (from yourself, peers, mentors and professors, etc.) and student evaluations (observers' comments, evaluation summaries, and/or evaluative videos, etc.), collections of teaching literature and resources, and research on teaching methods, etc. It may also contain examples of your lecture PowerPoints, teaching audios/videos/photos, use of humor or other creative means, and/or your discussions on future teaching, etc. A reflective piece on your strengths and teaching-research integration should be included to highlight your teaching uniqueness. Please design your home page in a way that it could be updated and expanded on a regular basis, documenting your teaching history, growth, and expertise, and serving as your professional dossier that may add other aspects of your expertise (i.e.: research and community engagement), to be used when you apply scholarship, fellowship, grant and academic position, etc.

Your teaching 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, researcher, and practitioner (applicable). It should also showcase your critical thinking about and interaction with the teaching theory, pedagogy, and practice of teaching in higher education.

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

Dr. Cheung will invite senior doctoral students to show you their websites in class. Also, please see Dr. Cheung's basic example at: http://monitcheung.wix.com/curriculum-vitae

Grading Rubrics
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 • Did not describe the connection between the topic and the teaching materials • Used a weak posture and soft voice projection • Did not connect with the audience or keep up with their interest • Lacked confidence	• Used the allotted time to complete your presentation but seem to be rushing • Demonstrated teaching techniques but without a clear connection between the topic and the teaching materials • Used a good posture but did not project your voice well • Did not keep audience's continuous attention • Lacked confidence	• Used the allotted time to complete your presentation without rushing • Demonstrated basic teaching techniques with a connection between the topic and the teaching materials • Used a good posture but voice projection could be improved • Connected with the audience • Showed confidence • Identified strengths	• Used the allotted time to complete your presentation with a well-organized plan • Demonstrated creative teaching techniques to engage your audience with a clear connection between the topic and the teaching materials • Used a good posture and project voice well • Connected with the audience and gained their attention • Showed confidence in a professional manner • Identified both strengths and weaknesses
Portfolio (10-point base)	• Did not seem to connect teaching evaluations for self-development • Did not describe presentation style • Did not introduce the teaching strategies that link the teaching materials to the required topic • Did not write in a professional manner	• Connected evaluative data to self-development • Described but did not critically analyze your presentation style • 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 • Wrote without a clear structure	• Connected evaluative data to self-development • Critically and systematically identified and analyzed your presentation style • Linked the content with the required teaching materials but did not fully analyze the teaching process or strategies • Wrote with some grammatical or spelling errors • Identified strengths	• Connected evaluative data to self-development • Critically and systematically identified and analyzed your presentation style • Linked the content with the required teaching materials and analyzed the teaching process for further developing teaching strategies • Wrote systematically and logically without errors • Identified strengths and future plans