



**COURSE TITLE/SECTION: SOCW 8335 (Section 36907)
Teaching in Higher Education**

TIME: Tuesday, 1:00-4:00pm in SW-425

FACULTY:

Dr. Monit Cheung, Ph.D., LCSW
Professor

E-mail: mcheung@uh.edu

OFFICE HOURS: By appointment only

Tuesdays & Wednesdays 12-1pm, 4-6pm

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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.

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 5-10 min presentation in class on a topic of your choice. Use of multimedia or other creative means is required.

Project#2: Mock Guest Lecture (In-class Presentation, videotaped: 10%)

Purpose: Incorporate pre-assigned materials to design and deliver a guest lecture.

Prepare and deliver a 30-minute presentation in class based on a pre-assigned topic that can be modified to fit in a theme/topic based on your expertise. Discuss with the instructor before finalizing it.

Project#3: Teaching Mentorship & Rehearsal (In-class Presentation, videotaped: 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. Prepare a research table that summarizes teaching methods. Based on observations and research findings, design and

teach a 30-minute lecture demonstrating various teaching methods (with at least two or more techniques including an ice-breaker that can be modified from an existing one). 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 at least **20 minutes of the video-clips** of your teaching and lead a classroom discussion that focuses on teaching method applications (total presentation time: **60 minutes**). If you cannot find a class to teach before Meeting#2, please consult with Dr. Cheung for alternative arrangements.

C. Teaching Portfolio (Project#5: 20%) (Due: May 3, 2013)

Purpose: Prepare a teaching portfolio to highlight your teaching ability and experience

Grading Criteria: Structure, Content, Logical Flow, Effort, Usefulness (see guidelines at the end of this syllabus)

Each student will produce a Teaching Portfolio which aims to be used in academic job interviews. You will submit each of the following required assignments for feedback before including them as part of your teaching portfolio (in a logical flow based on your portfolio structure). You may also include other teaching materials such as course syllabi and creative materials. Instructor will provide feedback throughout the semester only if a draft assignment is submitted on time (see class schedule). This project is graded on your final portfolio.

Required Assignments for preparing Project#5 (individual assignments are not graded but feedback will be provided if submitted on time **by 5pm of the due date**):

Draft#1. Teaching Philosophy

Purpose: Highlight your teaching strengths

Write a paragraph or two about your teaching philosophy. This statement should include your view of teaching as a profession and your personal approach to teaching in higher education and in social work (or your field of practice).

Draft#2. Teaching Methods

Purpose: Analyze history and current trends of teaching in higher education

Write 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.

Draft#3. Teaching Experience & Evaluation

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 unique title 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.

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 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. 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.)

1/15 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

Practice: “Who Are You?” “Who’s Who in Social Work?” “Attention!”

Read:

- 1) CSWE Part 1 (Overview) of 2008 EPAS Handbook:
<http://www.cswe.org/Accreditation/2008EPASHandbook.aspx>
- 2) Is Social Work a Profession?
- 3) Top American Research Universities 2011
- 4) R&D 2012

Homework:

For Meeting#2: Review various course evaluation forms and bring in your own form for peer review with at least 15 items

For Meeting#3: Present an ice-breaker that connects to a social work topic

1/22 Meeting#2: Teaching Theories, Methods & Evaluation Tools

1. Teaching theories
2. Teaching methods
3. Teaching ethics
4. Use of Icebreakers
5. Personal discomfort and mannerism
6. Course Evaluation: Student Feedback and Peer Evaluation

Practice:

- 1) “Teaching Evaluation: Why is it a first plan?” (bring your evaluation items)
- 2) Present five of your strengths using creative means (2 mins)

Read:

- 1) Is Casework Effective?
- 2) Using Cases and Case Studies...
- 3) Various evaluation forms (see Bb Learn)
- 4) Gestures: Your Body Speaks www.toastmasters.org/201-Gestures

1/29 Meeting#3: Setting the Stage

1. Preparing a class
2. Diverse learning modalities

3. Use of new technology: TurningPoint Response Pad, Blackboard and Turnitin, Smartboard (Promethean), Polling, Movie-Maker

Practice: [Project #1](#)--“Use of an Ice-Breaker” (5-10 mins)

Read:

- 1) Turnitin Tutorial <http://www.uh.edu/fdis/tutorials/turnitin/index.php>
- 2) TurningPoint Response Pad: <http://www.uh.edu/fdis/tutorials/turningpoint/index.php>

Guest Lecture: Jackie Duron, Polling (3-3:45pm)

2/5 Meeting#4: 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
 - o Environmental control
 - o Summarizing information
 - o Setting priorities

Read:

- 1) Plagiarism articles
- 2) Learning Style Inventory

Practice: Learning and Leadership Styles

2/12 Meeting#5: Individual Consultation Meetings

Designing a guest lecture with a focus on your own expertise

Meeting#6: Classroom Experience (please arrange this with a selected mentor before this date)

Observe your mentor and discuss about your teaching opportunity.

2/19-2/26 Meeting#7 & #8: Design a Guest Lecture

Present in class (to be videotaped by the instructor)

Graded Practice: [Project#2-- Mock Guest Lecture](#) (30 minutes each)

You will be assigned with a topic to practice how to use pre-assigned materials to teach on a topic that suits your expertise. The class will also practice how to use a teaching evaluation instrument.

3/5 Meeting#9: Teaching Philosophy

Students will be prepared to discuss the personal teaching philosophies developed over the course of the semester.

Discussion: Major components in your teaching philosophy

Read:

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

3/12 Spring Break

3/19 Meeting#10: Teaching Mandates

1. **Developing a Course Syllabus**
2. **Accreditation of Social Work Programs & Syllabus Development**
 - a. Accreditation process
 - b. Curriculum standards
3. Field Education

Read:

- 1) CSWE Part 4 of 2008 EPAS Handbook
- 2) Field Education as the Signature Pedagogy
- 3) Syllabus Checklist

Due: [Draft#1-- Personal Teaching Philosophy](#)

3/26 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) Teaching Evidence
- 2) Evidence-based Practice in Social Work

4/2 Meeting#12: Individual Consultation about Classroom Teaching

Consult with the instructor about your teaching method(s)

4/9 Meeting#13: Teaching Mentorship

Graded Practice: [Project#3-- Rehearsal Focusing on Teaching Method](#) (30 minutes each)

4/16 Meeting#14: Diverse Teaching Skills

Graded Practice: [Project#4-- Teaching Skills](#) (Present diverse teaching skills including 20-min video-clips of your own teaching, delivery of contents and class discussions; 60 minutes total time)

Due: [Draft#2-- Teaching Method Paper](#)

4/23 Meeting#15: Faculty Search

How to ask/answer questions during a faculty search interview
Discuss teaching experiences and provide feedback

Course Evaluation

Read: A culturally sensitive interview guide...

Due: [Draft#3--Teaching Experience and Evaluation](#)

Practice: Self Care

5/3 Due at Bb (or other formats) by 5pm: [Project#5-- Teaching Portfolio](#)

SOCW 8335 (Dr. Monit Cheung)

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Online E-book can be accessed through www.library.uh.edu

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(Your first chapter is online free:

<http://www.cengagebrain.com/shop/en/US/storefront/US?cmd=catProductDetail&ISBN=978-0-495-80929-6>)

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

Due date: May 3, 2013 by 5pm via Blackboard; or deliver a professionally prepared binder (that will be returned to you after grading)

Teaching Portfolio (40%). 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 comments (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 unique title 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 points base)	<ul style="list-style-type: none"> • Do not use the allotted time efficiently • Do not describe the connection between the topic and the teaching materials • Have weak posture and voice projection • Do not connect with the audience or keep up with their interest • Lack confidence 	<ul style="list-style-type: none"> • Use the allotted time to complete your presentation but seem to be rushing • Demonstrate teaching techniques but without a clear connection between the topic and the teaching materials • Have good posture but do not project your voice well • Do not keep audience's continuous attention • Lack confidence 	<ul style="list-style-type: none"> • Use the allotted time to complete your presentation without rushing • Demonstrate basic teaching techniques with a connection between the topic and the teaching materials • Have good posture but do not project voice well • Connect with the audience • Show confidence 	<ul style="list-style-type: none"> • Use the allotted time to complete your presentation with a well-organized plan • Demonstrate creative teaching techniques to engage your audience with a clear connection between the topic and the teaching materials • Have good posture and project voice well • Connect with the audience and gain their attention • Show confidence in a professional manner
Paper (10 points base)	<ul style="list-style-type: none"> • Do not connect teaching evaluations for self development • Do not describe presentation style • Do not introduce the teaching strategies that link the teaching materials to the required topic • Do not write in a professional manner 	<ul style="list-style-type: none"> • Connect evaluative data to self development • Describe but do not critically analyze your presentation style • Describe but do not critically analyze how the teaching materials are used for developing your teaching strategies or link the teaching materials to the required topic • Write without a clear structure 	<ul style="list-style-type: none"> • Connect evaluative data to self development • Critically and systematically identify and analyze your presentation style • Link the content with the required teaching materials but do not analyze the teaching process for further developing teaching strategies • Write with grammatical or spelling errors 	<ul style="list-style-type: none"> • Connect evaluative data to self development • Critically and systematically identify and analyze your presentation style • Link the content with the required teaching materials and analyze the teaching process for further developing teaching strategies • Write systematically and logically without errors