



COURSE TITLE/SECTION: SOCW 8335/18880 Teaching Higher Education

TIME: Monday 1:00pm-4:00pm Room SW425

FACULTY: Dr. Monit Cheung, Ph. D, LCSW

OFFICE HOURS: By appointment, or
Mondays 4-6pm, Tuesdays 12 2pm,
Room SW424

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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 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

You must attend all required classes and complete all assignments with at least 80% of the total grade in order to pass this course.

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#3: Teaching Mentorship & Rehearsal (In-class Presentation: 10%)

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

Project#5: Self-Care Center (Leading a 10-min self care exercise: 10%)

Purpose: Prepare, lead and evaluate a 10-min self-care exercise at GCSW.

Details (content and date) will be discussed in class.

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 should be prepared in a web-based 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

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

A =	96-100% of the points	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

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**.

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.

Americans with Disabilities Statement

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. Instructors may not provide accommodations without supporting documentation from the UH Center for Students with Disabilities.

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.)

1/26 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. Teaching Grant "TIP" Evaluation

Practice: "Who Are You?" "Who's Who in Social Work?" "Self-Care Exercise#1"

Read:

- 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 next week (with a focus on teaching)

2/2 Meeting#2: Teaching Theories

1. Teaching theories
2. Teaching methods
3. Teaching ethics
4. Use of Icebreakers
5. Personal discomfort and mannerism

Read:

- Article: "Ah ha..." learning: Using Cases and Case Studies"
- Gestures: Your Body Speaks (www.toastmasters.org/201-Gestures)
- ++ Teaching methods and skills

Practice:

- 1) Present five of your strengths using creative means (2 mins)
- 2) Voice, tone, pace, ...
- 3) Self-Care Exercise#2

Homework:

Prepare a 5-min ice-breaker that leads to the presentation of a social work topic

2/9 Meeting#3: First Plan: Teaching Evaluation

Select various items to form your first teaching evaluation form
Design a consent form to tape your teaching session

Read:

- Article: "There are no problems to be solved..."

- Various evaluation forms (see Bb Learn)
- ++ Why social work doctorates should learn how to teach?

Practice: Self-Care Exercise#3

In Class Presentation: [Project #1](#)--“Use of an Ice-Breaker” (5 mins)

2/16 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, Movie-Maker, You-tube, etc.

Guest Speaker: Blackboard staff

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

Practice: Self-Care Exercise#4

2/23 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

Read:

- Article: “Assessing experiential learning styles...”
- Plagiarism commentaries
- ++ Classroom and learner issues

Practice:

Learning and Leadership Styles
Self-Care Exercise#5

3/2 Meeting#6: Individual Consultation and Teaching Workshop

Consult with the instructor about your teaching method(s), and attend a workshop for teaching effectiveness.

3/9 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.

Practice: Self-Care Exercise#6

Mid-Course Evaluation

3/16 Spring Break

***3/23 Meeting#8: Teaching Mentorship**

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

**This schedule may change based on rehearsal needs.*

Practice: Self-Care Exercise#7

3/30 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

Read:

- 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

Practice: Self-Care Exercise#8

4/6 Meeting#10: Developing Your Teaching Portfolio

Students will be prepared to discuss your teaching philosophy including its major components.

Read:

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

Practice: Using wix.com and other tools
Self-Care Exercise#9 (if needed)

4/13 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

Read:

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

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.

Self-Care Exercise#10 (if needed)

4/20 Meeting#12: Teaching as Career Choice

Graded Practice: [Project#4-- Teaching Skills](#) (Present diverse teaching skills including video-clips of your own teaching, delivery of contents and class discussions; 40 minutes total time)

4/27 Meeting#13: Teaching Project Presentations (40 mins each)

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

5/4 Meeting#14: Diverse Teaching Skills & Evaluations

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"

Other literature sharing not yet completed

Practice: Job Interview

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

Due by 5/11, 5pm: [Project#5-- Teaching Portfolio](#)

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

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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

Your portfolio is a means to reflect the best aspects of your teaching abilities and experiences. 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 or approach, various types of teaching materials to show your creativity and teaching methods, self- and peer-critiques or testimonials (observers' comments, evaluation summaries, and/or evaluative videos), collections of teaching literature and resources, and research on teaching methods. It may also contain examples of your PowerPoints, teaching videos or visuals, use of humor or other creative means, mentor's comments, and/or discussions on future teaching. 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 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 or as you are preparing your tenure or other job application process.

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
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)	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
Paper and Portfolio (10-point base)	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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