Carleton University
School of Social Work

SOWK 6401

Teaching Critical Social Work

FALL 2013

Thursday
11:30am - 2:30pm
DT 509

Office Hours:
Wednesday 10:30 am -12:00 noon
or by appointment

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Course Description

Since the vast majority of graduates of PhD programs assume faculty roles in colleges and universities, this course is designed to prepare seminar members for teaching in higher education. The overall goals of the course are to examine the social and political context and the realities facing universities and the particular pressures and opportunities associated with departments such as social work; to offer an overview of faculty roles and responsibilities; to explore pedagogical theories, particularly critical theory/critical thinking and strategies for development and delivery of course content, classroom process and assessment. Normally, seminar members will be assigned as teaching assistants in a foundation social work course while taking this class.
Course Objectives

By the end of the course each seminar members will have:

1. Developed an understanding of the social, economic and political context of social work education;
2. Discussed the role and responsibility of faculty in universities (scholarship, teaching and service);
3. Developed familiarity with social work curriculum and accreditation standards;
4. Demonstrated an understanding of pedagogical theories;
5. Critically examined teaching methods, skills and issues such as assessment of students and instructor;
6. Explored teaching strategies related to ethical issues and creating an inclusive classroom;
7. Increased capacity to use appropriate technology to enhance learning;
8. Developed skills in the development of a course outline and a classroom session;
9. Acquired grounding in critical theory/critical thinking as a learning process.

“The person in charge of education is being formed or re-formed as he/she teaches, and the person who is being taught forms him/herself in this process...Whoever teaches learns in the act of teaching and whoever learns teaches in the act of learning.” Paulo Friere, *Pedagogy of Freedom* (1998:31).

Course Texts


Additional Course Readings

The following books are available in MacOdrum Library, either as an electronic book or on reserve. Chapters from some of these sources are assigned as required reading.


**Course Study Guide**

A Course Guide has been prepared for the course. Please refer to the library web site under course code SOWK 6401.

**Accommodation for Students**

You may need special arrangements to meet your academic obligations during the term.

For an accommodation request refer to the Equity Services website to view the policies and to obtain more detailed information on academic accommodation:
After requesting accommodation meet with me to ensure accommodation arrangements are made.

**Class Format and Teaching Methodologies**

This course will be taught in a seminar format and class members will be encouraged to be active participants. A seminar is a joint endeavor among students and faculty where members work individually and collectively to better understand the issues of the course. Seminar members participate in discussions after reading assignments, completing assigned tasks, and considering the explanations for the issue under study. Course objectives will be achieved through a variety of learning opportunities such as lectures, class and small group discussions, peer presentations, course assignments, guest speakers and films. Additional readings may be added during the course.

**Attendance and Class Participation**

The seminar relies heavily on the participation of members and your attendance is essential. The rich work and life experience of seminar members significantly contributes to everyone's learning in the classroom.

**Course Assignments**

**A. Teaching a Social Work Class**  **Due November 14, 2013**  **45%**

You are to teach a one hour class at the undergraduate level, optimally in the course in which you are a Teaching Assistant. You are responsible for videotaping the teaching experience. Develop an overall plan for the session with appropriate goals, objectives and readings. After completing this assignment, you will present the first 30 minutes of your video and your assessment of the teaching session in a 45-60 minute class session in the course. Hand in the plan with goals and objectives, as well as your assessment of the teaching session (4 to 5 pages).

Cameras can be borrowed and reserved: contact Maria Brocklehurst 520-2742
[maria_brocklehurst@carleton.ca](mailto:maria_brocklehurst@carleton.ca)
And picked up at D299 Loeb

**Criteria for Evaluation**

1. The plan, organization and content of the session.
2. Delivery and engagement of the class.
3. Your overall assessment including your strengths and areas to improve your teaching.
B. Summarize and Present Readings  

Each seminar member will be responsible for summarizing one of the assigned readings in a two-page (double-spaced, 12 font) paper. Your paper is due the day of the class. In one to two paragraphs, summarize the article/chapter and identify the key ideas or themes. The rest of the paper should be a reflection on what you have read. Do not simply describe what the author says but speak to your reaction and how you link the article to your personal and professional experience and other readings. Include biases and assumptions, point of view of the writer and assessments or critiques of what the writer was saying.

Seminar members will be responsible for leading the class discussion for the day the chapter/article is assigned. To lead the discussion, students should give a brief summary of the discussion points. Please do not simply read your hand-out in class. Rather talk about the topics under discussion. To facilitate the discussion, you could start by offering several questions on the topic and information the literature has suggested. You might also highlight questions that have not been examined. All members are expected to have read the materials and be engaged in the class discussions. Presentations will be approximately 20-30 minutes. Readings will be randomly assigned.

C. Course Outline  

You are to prepare a course outline for a social work course.

The outline should:
- Meet accreditation criteria
- Include the purpose and objectives of the course including its place in the curriculum
- Include expectations of students and instructors
- Describe assignments, grading policies, and topics and readings arranged by session
- Include appropriate technology to enhance learning
- Include varied, appropriate teaching methods.

An explanatory paper (5-7 pages) that explains the development of the course is to accompany your course outline. In this paper, you will outline your teaching philosophy (to date), the rationale for the course, the objectives, content and assignments. Draw on external sources from course readings and library research. Use an APA format.

Criteria for Evaluation

1. Completeness and Thoroughness

How fully does the outline address the area? Has there been sufficient research using library resources and other means in order to gain differing perspectives and full knowledge of the issue? Has the theoretical and empirical literature on the subject been incorporated in the outline? Has the outline been carefully proofread?
2. Organization and Clarity

Is the outline written and organized in a logical manner? Have headings been used to improve organization?

3. References/Readings

Are the readings for the course outline sufficient in number and relevant? Were the references obtained from various sources (scholarly books and journals, internet, etc?)

4. Originality and Creativity

Does the outline reflect creativity in design, including the course assignments?

Course Schedule and Readings

Week 1: September 5, 2013  Introduction

An introduction to each other, the course and university teaching.

Guest: Martha Attridge Bufton, Librarian at 12:15pm.

Reading


Week 2: September 12, 2013  The Context of University Teaching

Reading


Robert Jensen “Academic Freedom on the Rock(s): The Failure of Faculty in Tough Times (pp. 164-178). In A Nocella et al (eds) Academic Repression: Reflections from the Academic Industrial Complex


Kim Clare, “It’s the WEC Way: Transformative Social Work Education” (61-75) in Jim Silver, Moving Forward Giving Back: Transformative Aboriginal Education

Week 3: September 19, 2013 Critical Thinking and Critical Pedagogy

Reading


Brookfield, Teaching for Critical Thinking: Tools and Techniques to Help Students Question Their Assumptions, chapters 1-3.

Week 4: September 26, 2013 Getting Started

Reading

Brookfield, Teaching for Critical Thinking: Tools and Techniques to Help Students Question Their Assumptions, chapters 4 and 5.

Boyle and Rothstein, Essentials of College and University Teaching: A Practical Guide, chapters 1-4 (pp 19-45)

Week 5: October 3, 2013 Structuring a Session/the Effective Lecture

Reading

Eleanor Boyle and Harley Rothstein, Essentials of College and University Teaching: A Practical Guide, chapters 10-19 (pp 53-113)

Guest: Dr. Warren Thorngate, Professor Emeritus, Psychology
Week 6: October 10, 2013  Learning Through Discussion

Reading

Brookfield, *Teaching for Critical Thinking: Tools and Techniques to Help Students Question Their Assumptions*, chapters 8 and 9


Week 7: October 17, 2013  Fostering an Inclusive Class/Motivated Students

Reading

Stephen D. Brookfield and Stephen Preskill, *Discussion as Way of Teaching*, Chapter 2 “How Discussion Helps Learning and Enlivens Classrooms” (pp. 21-41); Chapter 7 (p.124-147), “Discussion in Culturally Diverse Classrooms”

Week 8: October 24, 2013  The Use of Technology/the Large Class

**Guest:** Patrick Lyon, Director, Instructional Technologies
We will hold the class in the Boardroom of the Educational Development Centre (EDC). DT 410.

Reading


Andrea Hill et al, “I’m ambivalent about it’: The Dilemma of PowerPoint”, *Teaching Sociology*, 2012, 40

October 28 – November 1st – no class Fall Break

Week 9: November 7, 2013  Reflections on the Self Who Teaches

**Guest:** Dr. Tim Pychyl, Associate Professor, Psychology
3M National Teaching Fellow, Director, Centre for Initiatives in Education.

Reading

Week 10: November 14, 2013  Challenges in the Classroom

Reading

Stephen D. Brookfield, *Becoming a Critically Reflective Teacher*, “Understanding the Classroom Dynamics”, Chapter 6 (pp. 114-139).

Elaine Congress “Social Work Ethics for Educators: Navigating Ethical Change in the Classroom and in the Field”, *Journal of Teaching in Social Work*, 22(1/2), 2002: 151-166


Examine a social work case found on web site below
http://www.mun.ca/marcomm/public_affairs/issues/young_v_memorial.php

Teaching video presentations

Week 11: November 21, 2013

Teaching video presentations

Week 12: November 28, 2013

Teaching video presentations

Week 13: December 5, 2013

Teaching video presentations

Course wrap-up

Journals on Teaching

*Journal of Teaching in Social Work*

*Teaching Sociology*

*Journal of Social Work Education*

*Our Schools Our Selves*, available on the web site of the Canadian Centre for Policy Alternatives

Recommended Surfing Sites
Derick Bok Centre on Teaching and Learning, Harvard University  
http://bokcenter.harvard.edu/icb/icb.do

Lawrence Shulman has a series of videos that he filmed on teaching.  
http://www.socialwork.buffalo.edu/facstaff/skills_dynamics.asp

Chronicle of Higher Education  
http://chronicle.com/section/Home/5/

Canadian Association of University Teachers (CAUT)  
http://www.caut.ca/