

Rutgers DSW Program Syllabus

Module Title: Teaching Styles

Instructor:

Residency: March, 2019

Date:

Module Description:

This module is mainly based on practical exercises concerning teaching in social work. The focus in the exercises is on communication skills and teaching pedagogics. Together we discuss how to develop skills for teaching, and some challenges you might face as a teacher in social work. How do we establish authority in the classroom? How do we handle students that do not do so well? How do we handle critical feedback from students? If you have teaching experiences, please bring with you some teaching situation which you found challenging but managed to handle in a professional way – or a situation which you found difficult to master.

Module Objectives:

To have reflected on and discussed different teaching styles

To be able to reflect on one's own teaching style

Through exercises and role plays in the module have tried to manage some difficult situations in encounters with students

Required Readings

Larrison, T & Korr, W. S. (2013). Does Social Work Have a Signature Pedagogy? *Journal of Social Work Education*, 49:2, 194-206, <https://doi.org/10.1080/10437797.2013.768102>

Mishna, F. & Bogo, M. (2007). Reflective Practice in Contemporary Social Work Classrooms. *Journal of Social Work Education*, Vol. 43, No 3 (Fall 2007)

Okta, J. S., Jacobson, J. M., & Fisher, E. (2013). Learning Through Experience: The Transition From Doctoral Student to Social Work Educator. *Journal of Social Work Education*, 49(2), 207-221.

<https://doi.org/10.1080/10437797.2013.768108>

Recommended Readings:

Gibelman, M. & Fast, Jonathan (2001). Teaching to teach: an ethnographic exploration of a course in social work education. *Social Work Education*, Vol. 20, No. 4, 2001

McGranahan, E. (2008). Shaking the "Magic 8 Ball": Reflections of a First-Time Teacher. *Journal of Teaching in Social Work*. 28:1-2, 19-34. <https://doi.org/10.1080/08841230802178839>