



THURSDAY, OCTOBER 24, 2019

SHERATON DENVER HOTEL, DENVER, CO

VAIL-TOWER BUILDING

The CSWE Teaching Institute for Early Career Faculty is designed to develop the pedagogical skills of new social work educators. Participants ideally will have fewer than 3 years of teaching experience. This interactive institute will feature three sets of 2-hour workshops.

Agenda

10:00 am–12:00 pm: Teaching Through Feedback: A Learner-Centered, Process-Oriented Approach

Janice Furlong, clinical associate professor and Charles River Campus advisor, Boston University School of Social Work

In this interactive workshop, participants will analyze the universal design for learning (UDL) model and the stages of intellectual development model to guide the design of effective formative and summative assignments. Participants will learn to apply specific strategies for delivering forward-facing, learner-centered, process-oriented feedback that can help diverse students enhance their metacognitive capacities as well as their understanding of course content. In addition to exploring how our personal identities and educational histories affect our attitudes and behaviors about sharing feedback with students, we will also analyze systemic/environmental variables (e.g., school-wide grade inflation, perceived effect of grades on course evaluations) that may influence how we assess student competencies.

Learning Objectives

- Participants will apply principles from the UDL and stages of intellectual development frameworks to design or modify assignments that support inclusive learning for diverse groups of students.
- Participants will design specific strategies for delivering learner-centered, forward-facing, process-oriented feedback that helps students from diverse educational backgrounds enhance their metacognitive capacities as well as their understanding of course content.
- Participants will analyze how aspects of our identities, educational histories, and systemic/structural variables affect our grading/assessment of student competencies.

12:00 pm–1:00 pm: Lunch (boxed lunch provided)

1:00 pm–3:00 pm: Integrating Technology Into Teaching—Tools, Tips, and Important Considerations

Stephen Cummings, clinical assistant professor, Distance Education Administration, University of Iowa School of Social Work; Julia Kleinschmit, clinical associate professor, Sioux City practicum and program administrator, University of Iowa

Experienced educators in online and traditional classrooms will lead participants through interactive exercises that explore opportunities and considerations for incorporating technology into their teaching. Participants will learn how technology can make education more interactive and rewarding for teachers and students alike. Presenters will demonstrate how participants can use technology to simplify some teaching processes and improve student engagement. The session will also explore how educators can set boundaries with students expecting 24/7 responses and how to support students with different comfort levels with technology. The workshop will also feature a discussion about social justice and ethical considerations presented by technology in education.

Participants should be ready to engage with technological tools, share knowledge about resources and supports at their institutions, and discuss with peers. Participants will leave with an action plan that will help them use technology to have a more rewarding, effective, and less stressful teaching experience.

Learning Objectives

- Participants will be able to use technology to make teaching and learning more interactive and rewarding.
- Participants will identify resources to support their use of technology in teaching.
- Participants will understand how to establish boundaries with students regarding communication and grading.
- Participants will be able to respond to students with different levels of comfort with technology and online learning.
- Participants will understand social justice and ethical considerations for using technology in education.

3:00 pm–5:00 pm: Creating an Inclusive and Equitable Classroom

N. Eugene Walls, MSSW, PhD, professor and Office of Diversity & Inclusion faculty fellow, University of Denver Graduate School of Social Work; Brittanie Atteberry-Ash, MSW, PhD student, University of Denver Graduate School of Social Work; Antonia Alvarez, LMSW, PhD, assistant professor, Portland State University School of Social Work; and Carlyne Schultz, MSW, director of individual giving, Big Brothers Big Sisters of Colorado

This session will outline an approach to engaging social justice issues in the social work classroom and provide participants with strategies and tools to address concerns as they emerge. Topics will include classroom management, issues of confronting privilege, and experiential approaches to foster learning and deeper commitment to social justice and equity among students. Using in-class scenarios based in Mezirow's disorienting dilemmas and Theatre of the Oppressed, participants will strategize and experiment with interruptions of common forms of injustice that often occur in social work classrooms. After using these frameworks, participants will debrief and discuss their use in social work graduate and undergraduate classrooms.

Learning Objectives

- Participants will understand Mezirow's transformational learning framework and will practice applying the pedagogical tool of creating disorienting dilemmas and fostering reintegration after disorienting dilemmas as an approach to deepening understanding of social work's commitment to social justice.
- Participants will learn, practice, and be able to confidently use strategies to interrupt bias and injustice in classroom settings using Theatre of the Oppressed techniques.
- Participants will discuss implications of the workshop experience on their own pedagogical approach, with the goal of identifying concrete strategies to implement in their classrooms.