TEACHING SEMINAR
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Goals:
1. discuss objectives of social work education, principles of adult learning
theory, factors that contribute to effective teaching and learning
2. begin to develop and articulate an educational/teaching philosophy
3. begin to prepare for teaching responsibilities in academic roles
4. discuss a range of teaching strategies and techniques, with emphasis on
   incorporation of diversity content and processing differences/conflicts in
   the classroom
5. discuss challenges of setting grading criteria and delivering evaluative
   feedback
6. provide framework for establishing appropriate boundaries with students,
   responding to students with special needs, and handling challenging
   classroom behaviors

REQUIRED READINGS are marked with an asterisk.
All other readings are recommended.

Class #1  Introductions; Starting with the “Self:” who are we, why do we
want to teach; adult learning theory (andragogy); diversity in learning
styles

Readings:
back, looking ahead. Journal of Community Practice, 8(1), 21-35.


v. 29, May/June, 10-19.


**Class #2 Diversity Issues in the Classroom:** attending to process and content

**Readings:**


Assignment for today's class: read classroom vignette; come prepared to discuss what you think is happening in this group, what you would do next, and why. Consider several different options for intervention, weighing pros and cons of each.

Class #3 The challenge of grading: setting grading criteria, delivering evaluative feedback including on writing skills; prevention of and response to plagiarism.

Readings:


**Assignment:** You will be given two papers to grade, along with grading criteria. Prepare written feedback and give a letter grade for each paper. Be prepared to discuss how you decided on this grade. Make copies of your grading sheet for each of us.

**Class #4** Classroom behaviors, including professional boundary issues, student special needs and accommodations

**Readings:**


**Assignment:** Teaching vignettes – come prepared to discuss how you would respond to each situation and what you hope the student would learn from your response. Prepare two vignettes of your own, makes copies for each of us.