Subject Description Form

Subject Code	APSS620
Subject Title	Towards a Personal Stance in Teaching Social Work Practice
Credit Value	3
Level	6
Pre-requisite / Co-requisite/ Exclusion	Nil

Assessment Methods			
	100%　Continuous Assessment	Individual Assessment	Group Assessment
	1.　Term paper	50%	0%
	2.　Seminars Presentation	20%	0%
	3.　Demonstration & Co-reflection	30%	0%

- The grade is calculated according to the percentage assigned;
- The completion and submission of all component assignments are required for passing the subject; and
- Student must pass all the components if he/she is to pass the subject.

Objectives

This is an option subject for those who are interested to pursue pertinent issues in social work education with a critical reflection on the local and international scene. Issues of praxis, epistemology and pedagogy will be examined with the view to develop a personal stance in curriculum development, pedagogy and teacher-student interactions.

Intended Learning Outcomes

Upon completion of the subject, students will be able to:

a.　Students would be able to examine and deliberate critical issues in social work education both locally in their host countries and in international scene.

b.　Students would become knowledgeable in the works of various scholars related to pedagogical approaches relevant to social work education.

c.　Students would be sensitive and understand the various forces at work affecting the learner in the contemporary scene.

d.　Students would be able to articulate and develop their personal stance in teaching social work practice.

Subject Synopsis/ Indicative Syllabus	1. Identification, and rigorous examination, of issues and problems in teaching social work practice:
	• issues in social work education : social work theories in context (postmodern turn)
	• use of emerging technology in social work practice/teaching
	• emotions –friend or enemy?
	• reflexivity and dialectics in teaching and learning
	2. Identification and critical review of students' pedagogical practice;
	• uniqueness of your personal approach in theory and practice;
	• examine the personal and professional interface/integration
	• moral consideration
	3. Towards a personal stance in teaching social work practice
Teaching/Learning Methodology	Group discussion, presentation, demonstration and co-reflection will be used predominantly. Students will engage themselves in these activities as a learning community with the subject teacher as a facilitator. Each student will be given ample opportunity to demonstrate and present his or her personal stance in teaching social work practice followed by discussion and co-reflection.

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed			
		a	b	c	d
1. Term paper	50%	√	√	√	√
2. Seminars Presentation	20%	√	√		
3. Co-reflection exercises	30%		√	√	√
Total	100%				

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

● The term paper is an articulation of one's personal stance in teaching social work practice based on a good understanding of the development and issues in social work education internationally and locally, with a firm grasp of relevant literature. Hence, an academic paper in written form is required.

● The seminar presentation provides a platform for sharing the student's finding on a particular issue; feedbacks from classmates and teacher would stimulate student for more critical reflection and generate alternative views and ideas; hence dialogue, discussion and debate in oral form with visual aids are appropriate;

● The co-reflection exercises provide opportunities to demonstrate the student's approach in teaching social work practice in action; hence either a live session

	or a video-taped recording will be watched by classmates who would provide feedbacks and raise issues for helping the student to review, reflect, improve and innovate.	
Student Study Effort Expected	**Class contact:**	
	▪ Presentation, demonstration and co-reflection	18 Hrs.
	▪ Lectures & discussion	21 Hrs.
	Other student study effort:	
	▪ Reading and self study	40 Hrs.
	▪ Preparation for seminar and demonstration	16 Hrs.
	▪ Writing up assignments	16 Hrs.
	Total student study effort	111 Hrs.
Reading List and References	**Essential** Anastas J.W. (2022), *Teaching in social work: an educator's*¹ *guide to theory and practice*, New York, Columbia University Press. Beres, L. and Fook, J. (2019), *Learning Critical Reflection: Experiences of the Transformative Learning Process,* Taylor and Francis. Bogo, M. (2010), *Achieving competence in social work through field education*, Toronto: University of Toronto Press. Brookfield, S.D. (2017), *Becoming a Critically Reflective Teacher*, New York, NY: John Wiley & Sons, Incorporated. ~~San Francisco: Jossey-Bass.~~ Doel, M. (2022), *Social Work: The Basics,* United Kindgom: Taylor & Francis. Fook, J. (2002), *Social Work: Critical Theory and Practice,* London: Sage Publication. Hansen, D.T. (2001), *Exploring the Moral Heart of Teaching: Toward a Teacher's Creed*, New York: Teacher College Press Ho, Y-y, Yuen, S-p (2010) eds., *Reconstitution of Social Work, Towards a Moral Conception of Social Work Practice*, Singapore: World Scientific Publishing Company. Karen, H, (2022), Social Work Theories in Context: Creating Frameworks for	

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梁麗清，陳啟方編，＜知而行。行而知道：香港社會工作教育的反思和探索＞，＜＜中文大學出版社，二零零八＞＞