

## Subject Description Form

<b>Subject Code</b>	APSS6322														
<b>Subject Title</b>	Pedagogies in Educating and Developing Social Work Practitioners														
<b>Credit Value</b>	3														
<b>Level</b>	6														
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil														
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;">100% Continuous Assessment</th> <th style="width: 30%;">Individual Assessment</th> <th style="width: 30%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Term Paper</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">-</td> </tr> <tr> <td>2. Seminar Presentation</td> <td style="text-align: center;">-</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>3. Reflective notes/exercises</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">-</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Term Paper	50%	-	2. Seminar Presentation	-	30%	3. Reflective notes/exercises	20%	-
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<b>Objectives</b>	<p>The objectives are:</p> <ul style="list-style-type: none"> <li>• to help students understand different pedagogies in social work education;</li> <li>• to facilitate senior social work practitioners in making the transition to the role of social work educator or staff development officer;</li> <li>• and to gain awareness of the challenges and opportunities in social work education and continuous professional development in social work practice.</li> </ul>														
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. understand different pedagogies in social work education and how the pedagogies influence the practice of social work education;</li> <li>b. make the <i>transition</i> from the role of a social work practitioner to a social work educator.</li> <li>c. examine critically and understand the <i>nature</i> of social work practice and social work education.</li> <li>d. articulate and deliberate on pertinent pedagogical issues in social work education and the continuous professional development of social work practitioners.</li> </ol>														

	e. become alert to the challenges and opportunities involved in the dynamic interaction of <i>agent, process</i> and <i>content</i> in the teaching and learning of social work students and practitioners.																																								
<b>Subject Synopsis/ Indicative Syllabus</b>	<p><b>Contexts:</b></p> <ol style="list-style-type: none"> <li>1. Conception of social work practice, social work education and continuous professional development</li> <li>2. Historical development of social work education</li> <li>3. Pedagogies of social work education</li> <li>4. Knowledge and research about social work education</li> </ol> <p><b>Content and Agent Process and Method:</b></p> <ol style="list-style-type: none"> <li>5. Curriculum design</li> <li>6. Methods of teaching in class</li> <li>7. Methods of teaching in field education</li> <li>8. Assessment of student competence</li> <li>9. Experiential and reflective learning</li> <li>10. Research methodology of social work education</li> </ol>																																								
<b>Teaching/Learning Methodology</b>	Didactic teaching, group discussion, seminars, group presentation, symposia, simulation exercises, demonstration and co-reflection will be used flexibly varying with the nature of topics.																																								
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="5">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> </tr> </thead> <tbody> <tr> <td>1. Term paper</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Seminar presentation</td> <td>30%</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Reflective notes/exercises</td> <td>20%</td> <td>✓</td> <td></td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100%</td> <td colspan="5"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p><b>Term paper</b> It represents a more mature integration &amp; synthesis after a whole semester work on social work pedagogy. Their transition from being a practitioner to that of being an educator will be reflected in this paper.</p> <p><b>Seminar presentation</b></p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed					a	b	c	d	e	1. Term paper	50%	✓	✓	✓	✓	✓	2. Seminar presentation	30%		✓	✓	✓	✓	3. Reflective notes/exercises	20%	✓			✓	✓	Total	100%					
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	<p>It is a process through which students can deliberate on pertinent pedagogical issues in social work education. Not only so, in the presentation process, they will be interrogated and challenged by fellow classmates. As such, they will be more alert to the challenges and critiques, critically examines different arguments &amp; conjectures, and eventually develop their own stance towards social work pedagogy.</p> <p><b>Reflective notes and exercises</b>  There are learning exercises during and after classes. Also, seminar presentation and forum discussions as well as reading academic publications &amp; research reports will be done by students in the process of learning. They have to keep a journal recording their thoughts along the way according to different themes, issues &amp; controversies. With such aids, their awareness as well as development of a critical stance as a social work educator will be consolidated. This facilitates their transition from a practitioner to an educator.</p>	
<p><b>Student Study Effort Expected</b></p>	<p>Class contact:</p>	
	<ul style="list-style-type: none"> <li>▪ Lecture</li> </ul>	<p>21 Hrs.</p>
	<ul style="list-style-type: none"> <li>▪ Seminar</li> </ul>	<p>18 Hrs.</p>
	<p>Other student study effort:</p>	
	<ul style="list-style-type: none"> <li>▪ Self Study</li> </ul>	<p>40 Hrs.</p>
	<ul style="list-style-type: none"> <li>▪ Preparation for Term Paper</li> </ul>	<p>20 Hrs.</p>
	<ul style="list-style-type: none"> <li>▪ Preparation for Seminar Presentation</li> </ul>	<p>10 Hrs.</p>
	<p>Total student study effort</p>	<p>109 Hrs.</p>
<p><b>Reading List and References</b></p>	<p><b><u>Essential</u></b></p> <p>Boud, D., Cohen, R., &amp; Walker, D. (1993). <i>Using Experience for Learning</i>. Buckingham: Society for Research into Higher Education &amp; Open University Press.</p> <p>Brookfield, S. D. (1995). <i>Becoming a Critically Reflective Teacher</i>. San Francisco, CA: Jossey-Bass.</p> <p>Doel, M., &amp; Shardlow, S. M. (2005). <i>Modern Social Work Practice</i>. Aldershot: Ashgate.</p> <p>Lishman, J. (2007). <i>Handbook for Practice Learning in Social Work and Social Care</i>. London: Jessica Kingsley.</p> <p>Potocky-Tripodi, M. and Tripodi, T. (eds.). (1999). <i>New directions for social work practice research</i>. Washington, DC: NASW Press.</p>	

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### Supplementary

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