

### Subject Description Form

| <b>Subject Code</b>   | APSS6324  |                  |  |                            |                       |                  |  |     |  |   |     |  |   |     |  |  |     |  |
|---|---|------------------|--|----------------------------|-----------------------|------------------|--|-----|--|---|-----|--|---|-----|--|--|-----|--|
| <b>Subject Title</b>  | Innovations in Social Work Education  |                  |  |                            |                       |                  |  |     |  |   |     |  |   |     |  |  |     |  |
| <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: 20%;">Individual Assessment</th> <th style="width: 40%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. "In-class" assignments (online or face-to-face)</td> <td style="text-align: center;">25%</td> <td></td> </tr> <tr> <td>2. Proposal of a social work teaching and learning activity (e.g., course, lecture, workshop, assignment, assessment tool, practice skills lab) that integrates technology supported pedagogies</td> <td style="text-align: center;">25%</td> <td></td> </tr> <tr> <td>3. Facilitation of a teaching and learning activity</td> <td style="text-align: center;">35%</td> <td></td> </tr> <tr> <td>4. Peer-evaluation of a teaching and learning activity</td> <td style="text-align: center;">15%</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>The grade is calculated according to the percentage assigned;</li> <li>The completion and submission of all component assignments are required for passing the subject; and</li> <li>Student must pass all the components if he/she is to pass the subject.</li> </ul> |                  |  | 100% Continuous Assessment | Individual Assessment | Group Assessment | 1. "In-class" assignments (online or face-to-face) | 25% |  | 2. Proposal of a social work teaching and learning activity (e.g., course, lecture, workshop, assignment, assessment tool, practice skills lab) that integrates technology supported pedagogies | 25% |  | 3. Facilitation of a teaching and learning activity | 35% |  | 4. Peer-evaluation of a teaching and learning activity | 15% |  |
| 100% Continuous Assessment  | Individual Assessment   | Group Assessment |  |                            |                       |                  |  |     |  |   |     |  |   |     |  |  |     |  |
| 1. "In-class" assignments (online or face-to-face)  | 25%   |                  |  |                            |                       |                  |  |     |  |   |     |  |   |     |  |  |     |  |
| 2. Proposal of a social work teaching and learning activity (e.g., course, lecture, workshop, assignment, assessment tool, practice skills lab) that integrates technology supported pedagogies | 25%   |                  |  |                            |                       |                  |  |     |  |   |     |  |   |     |  |  |     |  |
| 3. Facilitation of a teaching and learning activity   | 35%   |                  |  |                            |                       |                  |  |     |  |   |     |  |   |     |  |  |     |  |
| 4. Peer-evaluation of a teaching and learning activity  | 15%   |                  |  |                            |                       |                  |  |     |  |   |     |  |   |     |  |  |     |  |
| <b>Objectives</b>   | Students will gain knowledge about various approaches and trends in technology supported pedagogies. Students will reflect, discuss, experience, and examine how these contemporary approaches can be integrated with social work's pedagogic norms (e.g., field education, experiential learning, critical thinking and reflection) to enhance the education and development of social worker practitioners.   |                  |  |                            |                       |                  |  |     |  |   |     |  |   |     |  |  |     |  |
| <b>Intended Learning Outcomes</b>   | <p>Upon completion of the subject, you will be able to:</p> <p>a) Identify and differentiate contemporary trends in technology supported pedagogies, and experience various teaching and learning approaches using advanced technologies</p> <p>b) Appraise how such teaching and learning approaches can be integrated with social work's</p>  |                  |  |                            |                       |                  |  |     |  |   |     |  |   |     |  |  |     |  |

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|  | <p>pedagogic norms to enhance the educational experience and professional development of social work practitioners.</p> <p>c) Assess the impacts of blending pedagogies to the development of core (micro, mezzo and macro) social work competencies (e.g., engage, assess, and intervene with individuals, families, groups, organizations and communities; engage in policy practice, engage diversity and difference in practice; professional use of self; engage in practice-informed research and research-informed practice)</p> <p>d) Design, deliver, and evaluate an educational experience that integrates social work’s pedagogic norms with technology supported pedagogies</p> |
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| <p><b>Subject Synopsis/ Indicative Syllabus</b></p> | <p><b>Part A: Integrating Social Work Pedagogic Norms and Innovative Technology Supported Pedagogies</b></p> <p>1. Technology supported pedagogies: Trends and Approaches</p> <ul style="list-style-type: none"> <li>• <b>What</b> are the trends and innovations in higher education (e.g., increased use of blended learning, internationalization of learning, open source educational resources, digital scholarship, demographics, demand) <ul style="list-style-type: none"> <li>○ Blended learning</li> <li>○ Massive Online Open Courses (MOOCs)</li> <li>○ Flipped Classrooms</li> <li>○ Dynamic Assessment</li> </ul> </li> <li>• <b>How</b> will such transformations specifically impact (e.g., challenges and opportunities) the education and development of social work practitioners?</li> <li>• <b>Why</b> integrate technology supported pedagogies in the education and development of social work practitioners (can we achieve better educational and professional development outcomes?)</li> <li>• Critical examination of rationale, relevancy and issues related to the use of technology in social work education</li> </ul> <p>2. Enhancing Field Education via Online and Blended Learning Approaches</p> <ul style="list-style-type: none"> <li>• Overview of Online and Blended Learning Approaches: Challenges and benefits to Field Education in Social Work</li> <li>• Current empirical evidence/literature evaluating the effectiveness of online and blended approaches in general, and specifically in social work (field education).</li> <li>• Examples of current online and blended social work education programs and use of such approaches to enhance social work field education</li> </ul> <p>3. Internationalizing Social Work Education and Engaging with Diversity via Massive Online Open Courses (MOOCs)</p> <ul style="list-style-type: none"> <li>• Overview of MOOC: Challenges and benefits to the education and development of social work practitioners</li> <li>• MOOCs in Social Work (current examples and/or new ideas)</li> <li>• Current empirical research/literature evaluating the impacts of MOOCs in general and specifically in social work education and development</li> </ul> <p>4. Social Work Practice Skills Lab via a Flipped Classroom Approach</p> <ul style="list-style-type: none"> <li>• Overview of Flipped Classroom approach: Challenges and benefits to the education and development of social work practitioners</li> <li>• How the flipped classroom approach can enhance social work practice skills (current examples and/or new ideas)</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>• Current empirical research/literature evaluating the impacts of flipped classroom approaches in general, and specifically in social work education and development</li> </ul> <p>5. Building the Social Work Professional Portfolio and Micro-Level Practice Skills via Dynamic Assessment</p> <ul style="list-style-type: none"> <li>• Overview of Dynamic Assessment: Challenges and benefits to the education and development of social work practitioners</li> <li>• How Dynamic Assessment can be used to develop a Social Work Professional ePortfolio</li> <li>• How Dynamic Assessment can be used to enhance micro-level social work practice skills (e.g., using video technologies such as URewind/Panopto to record, review, assess, and provide feedback on individual counselling or group-work skills)</li> </ul> <p>6. Social Media and Mezzo/Macro-level Social Work Practice Skills</p> <ul style="list-style-type: none"> <li>• Overview of Social Media use in teaching and learning: Challenges and benefits to the education and development of social work practitioners</li> <li>• Using social media (e.g., Twitter, Facebook) to build and exchange with communities of practice, community organization/development, advocacy, etc. (see <a href="#">@SWSCmedia</a>, <a href="#">@MHChat</a> on twitter for examples)</li> <li>• Using social media to integrate online and offline communities</li> </ul> <p><b>Part B: Innovative E-Platforms and E-Tools</b></p> <p>7. Learning Management Systems (LMS)</p> <ul style="list-style-type: none"> <li>• What is an LMS?</li> <li>• Features and functions of LMS (e.g., grade books, assessments tools, discussion forums)</li> <li>• Open source (free of charge) LMS systems (e.g., Moodle, ATutor, Eliademy) vs. Paid (fee involved) LMS systems (e.g., Blackboard, Schoology, Canvas)</li> </ul> <p>8. Student Engagement Online: Effective Practices with elearning tools, apps and platforms</p> <ul style="list-style-type: none"> <li>• Webinars</li> <li>• TEDtalks</li> <li>• Video Assets</li> <li>• Online discussion boards</li> <li>• Wikis and blogs</li> <li>• 3D Virtual environment and gaming</li> <li>• Group projects</li> <li>• Audio podcasts</li> </ul> |
| <p><b>Teaching/Le arning Methodology</b></p> | <p>Teaching <i>must</i> be a blended approach to learning, which will include facilitating class both online (using a specific LMS system) and Face-to-Face. A variety of innovative, current, and/or appropriate elearning tools, apps, and platforms must be used (e.g., Padlet, URewind/Panopto, Clickers Student Response Systems) throughout for students to experience such tools and platforms from the user perspective. Specific teaching methods will be a blend of traditional methods, including lectures, small group discussions, case studies, and demonstrations), and include more creative methods such as using audio-visual materials [e.g., TEDtalks] to supplement readings, and role play). Lastly, adult learning and peer-instructions should be a focal point of this class – as this is a “train the trainers” type of subject.</p>   |

| 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. “In-class” mini assignments (online or F2F)  | 25%         | √   | √ | √ |   |
|   | 2. Proposal of a social work teaching and learning activity (e.g., course, lecture, workshop, assignment, assessment tool, practice skills lab) that integrates technology supported pedagogies | 25%         | √   | √ | √ | √ |
|   | 3. Facilitation of a teaching and learning activity   | 35%         | √   | √ | √ | √ |
|   | 4. Peer-evaluation of a teaching and learning activity  | 15%         | √   | √ | √ |   |
|   | Total   | 100%        |   |   |   |   |

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

1. *“In-class” mini assignments (online or F2F)*

- There will be an in-class assignment for every class to promote attendance and participation
- Note – “in-class” can mean either online or F2F (in physical classroom) – to promote blended learning it would be a good idea to either alternate between online F2F with the classes OR at least have 30-50% of “in-class” sessions online
- Prior to the in-class mini assignments, students should be allocated on doing an *Out-of-class (or between class) mini assignments (online)*
  - This is technically the “homework” – what is being asked by the students between the classes, and this is the flipped classroom approach being experienced by the students.
  - This is here for primarily 2 reasons: 1) students can experience the flipped class approach from the user perspective; thus in-class time is spent to dig deep and practice what has been learnt and/or dig deeper into concepts (higher level learning) and 2) students can get more “on-line” time and be more confident in engaging with elearning tools, apps, and platforms (E.g., URewind, padlet, yoteach etc.) that the instructor will use with them for these assignmentss.

2 & 3. *Proposal and Facilitation of Social Work Teaching and Learning Activity that Integrates Technology Supported Pedagogies*

- These two assessment methods are experiential and practical – whereby the students will not only be able to identify the utility of various technology supported pedagogies but blend them with social work’s pedagogic norms to develop and implement a teaching and learning activity in an experimental environment (with their peers in the class). This is an opportunity for the students to also gain confidence in integrating social work pedagogic norms with technology supported pedagogies.
- The actual content (e.g., practicing counselling skills, group-work skills, program development) and format (e.g., mini-lecture, skills lab, workshop, assignment and

|                                      |   |                         |
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|                                      | <p>assessment tool) of these social work teaching and learning activities will stem from the students themselves – they will be encouraged to reflect on current gaps in social work education and professional development and how they may address such gaps. For example, the content can be specific such as there is no courses/professional development opportunities for the use of art therapy by social workers with people with development disabilities OR it can be broad whereby there is a lack of courses that focus on learning and developing group facilitation skills. Another example, is that there may be a gap in evaluating a specific skill-set/competency of the social work practitioners, and thus students may wish to design and present an assignment and assessment tool that addresses this gap.</p> <p><i>4. Evaluation of a Peer’s Facilitation</i></p> <ul style="list-style-type: none"> <li>This peer assessment method is intended to promote forward-looking and continuous assessments (and also an example of dynamic assessments) whereby the student will be able to gain critical feedback from a different perspective (in addition to the instructor) to further hone and develop their design and implementation of significant learning experiences. Additionally, by assessing their peer’s work they are able to develop and experience different types of assessment methods</li> </ul> |                         |
| <b>Student Study Effort Expected</b> | <b>Class contact:</b>   |                         |
|                                      | <ul style="list-style-type: none"> <li>Facilitation of Social Work Teaching and Learning Activity (mini-lectures, skills lab, workshop etc.)</li> </ul>   | 15 Hrs.                 |
|                                      | <ul style="list-style-type: none"> <li>Online or F2F classes (Lecture)</li> </ul>   | 24 Hrs.                 |
|                                      | <b>Other student study effort:</b>  |                         |
|                                      | <ul style="list-style-type: none"> <li>Out-of-class assignments (online)</li> </ul>   | 40 Hrs.                 |
|                                      | <ul style="list-style-type: none"> <li>Preparation for the facilitation of the Social Work Teaching and Learning Activity</li> </ul>  | 16 Hrs.                 |
|                                      | <ul style="list-style-type: none"> <li>Writing up assignments</li> </ul> <p>Total student study effort</p>  | 16 Hrs.<br><br>111 Hrs. |
| <b>Reading List and References</b>   | <p><b><u>Essential Readings</u></b></p> <p>Blázquez, B.O., Masluk, B., Gascon, S., Díaz, R.F., Aguilar-Latorre, A., Magallón, I.A., &amp; Botaya, R.M. (2019). The use of flipped classroom as an active learning approach improves academic performance in social work: A randomized trial in a university. <i>PLoS ONE</i>, <i>14</i>(4), E0214623.</p> <p>Fang, L., Mishna, F., Zhang, V., Van Wert, M., &amp; Bogo, M. (2014). Social Media and Social Work Education: Understanding and Dealing with the New Digital World. <i>Social Work in Health Care</i>, <i>53</i>(9), 800-814.</p> <p>Farrel, D., Ray, K., Rich, T., Suarez, Z., Christenson, B., &amp; Jennigs, L. (2018). A Meta-Analysis of Approaches to Engage Social Work Students Online. <i>Journal of Teaching in Social Work</i>, <i>38</i>(2), 183-197.</p>  |                         |

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