

Education and Social Work Meta-disciplinary Content for FYE Course

Developed during the summer 2017 by the First Year Experience Development Committee for Education and Human Services: Brian Bowen, Heather Leaman, Marci Major, Kathleen Riley, Dana Simone, Claire Verden

Note: For the five-weeks of discipline-specific content, it is recommended that instructors choose two to three of the following units with related student learning outcomes and assessments.

Sentence to add to course description: Students will read, analyze, and discuss content related to access to education and social services; social identities and their impact on the professions; viewing the world through multiple perspectives; the role of educators and social workers in pursuit of social justice; and/or taking a stance of inquiry in their roles as students and future professionals.

Student Learning Outcomes

1) Students will describe and analyze the differences in access to education and social services. (Unit 1)

Assessment instruments: Discussion, role play, field experience reflection, reflection on guest speakers, compare contrast essay, schooling access analysis/research response

2) Students will articulate some of their social and cultural identities and how those identities may impact their work as a social worker or educator. (Unit 2)

Assessment instruments: Reflective essay, D2L discussion, reading responses, peer interview

3) Students will examine their own experiences and perspectives in comparison to others' from diverse backgrounds or life experiences. (Unit 3)

Assessment instruments: Peer/family/community interviews; reflective essay; self-narrative (pre and post).

4) Students will analyze the responsibilities of educators and social workers as cultural workers (Freire, 2005), agents of change, and advocates of social justice. (Unit 4)

Assessment instruments: Personal statements; mini biography or introduction as educator/social worker (video, website, etc); role play.

5) Students will develop a set of ongoing inquiry questions that will guide their learning in General Education and their discipline specific coursework. (Unit 5)(not sure what this means? Is it to connect with the reflection they will do in capstone? Would it be possible to have a learning outcome here that focuses on the beginning

development of professional communication—written and oral—that also connects back to gen ed curriculum?)

Assessment instruments: Investigation of course descriptions and development of broad inquiry questions for exploration; responses to readings about taking an inquiry stance toward practice.

*We suggest that students will submit written assignments to the e-portfolio.

Unit Options for Metadisciplinary Content

Unit One: Exploration of differences in access to education and social services

In this unit, students will:

- Read and analyze a range of texts/materials that depict different types of schooling/social welfare delivery systems etc. (public, private, non-profit, charter, magnet, urban, rural, suburban, and other practice contexts).
- Participate in discussions, peer interviews, role plays, and/or field experiences that encourage students to consider issues of access to education and social services.
- Reflect on their learning in writing through compare contrast essay and/or reflections

We suggest that instructors choose two forms of assessment, one written and one performance based, from the assessments described above.

Unit Two: How Our Personal Social and Cultural Identities Impact our professional development as an Educator or Social Worker

In this unit students will:

- Read and analyze a range of texts/materials that focus on the development and importance of personal identity within the fields of education and social work.
- Participate in discussions, role plays, and activities (such as an identity web) that support exploration of social identities and their role in the professions
- Reflect on their learning in writing through compare contrast essay and/or reflections

We suggest that instructors choose two forms of assessment, one written and one performance based, from the assessments described above.

Unit Three: Perspective taking, seeing through other perspectives, developing empathy

In this unit students will:

- Read and analyze a range of texts/materials that focus on viewing the world and issues from multiple perspectives and/or seeing students and clients (individuals, families and communities) from a strength-based versus deficit perspectives.
- Participate in discussions, role plays, case study analyses, peer/family/community interviews, self-narratives, and activities that support exploration of issues from multiple perspectives.
- Reflect on their learning in writing through self-narratives and/or reflections

We suggest that instructors choose two forms of assessment, one written and one performance based, from the assessments described above.

Unit Four: Social, economic, and environmental justice and human rights, educators and social workers as cultural workers

In this unit students will:

- Read and analyze a range of texts/materials that discuss the responsibilities of educators and social workers as cultural workers (Freire, 2005) ,agents of change, and advocates of social justice.
- Participate in discussions, peer interviews, role plays, and/or field experiences that support students in developing a sense of professional responsibility for social justice that links to the values and ethics of their profession.
- Reflect on their learning through writing personal statements, mini biographies, or introductions to themselves as educators/social workers.

We suggest that instructors choose two forms of assessment, one written and one performance based, from the assessments described above.

Unit Five: Taking a learning stance in college and the professions

In this unit students will

- Read and analyze a range of texts/materials that focus on the role of inquiry as a stance in life-long learning and future professional practice.(something on professional communication?)
- Develop broad questions related to their future learning and professional experiences.
- Apply their broad questions via an exploration of course descriptions and other resources related to their future General Education and discipline specific WCU coursework.

We suggest that instructors choose two forms of assessment, one written and one performance based, from the assessments described above.

