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I have identified myself as a social work educator for the past 15 years. After beginning this journey as a nervous field instructor, I now have over ten years of classroom instruction including field seminar, assessment and engagement in clinical practice, methods in community practice, and foundational social work theory courses, such as Human Behavior in the Social Environment. During each session, I actively engage students in practice-based learning, utilize technology to support and enhance class time, and promote social justice through self-reflective social work practice.

Practice-Based Learning

Social work is a dynamic profession, requiring engagement, process, and application. To encourage significant learning experiences, I combine lecture with discussion and hands-on activities during class sessions. I design assignments to be practical, mirroring expectations in a social work setting; this fosters engagement and active interest as students are immediately able to utilize learning and assignment feedback in their practicum setting. Student feedback encourages my use of practice-based assignments and classroom activities, expressing that they are *“applicable to the actual work”* and that my style *“was very engaging and energetic, she was not only very knowledgeable about the material but was very good at teaching it and making it fun and interesting.”* Another student remarked that I was *“focused on our learning. She made class fun and interesting and all of the assignments greatly assisted with learning.”* Putting the lessons from my graduate level teaching course into practice, I create opportunities for adult learners that are engaging and active.

Use of Technology

I use technology to maintain contact with my students outside of the classroom, to facilitate sessions, and to assess learning. I have taught courses with and am a competent user of various forms of learning management systems (LMS) including Blackboard, Moodle, Canvas, and Catalyst. Beyond using the LMS to house course readings electronically, I communicate with my students over email, using announcement functions and messaging within the LMS. During sessions, I utilize polleverywhere.com and sli.do to conduct polls for interactive lecturing, to create forums for questions during discussions, and to facilitate trust and community building within the classroom. I create Panopto lectures for online course sessions. I have created e-learning courses for the State of Minnesota and incorporate those techniques in online quizzes available through the class LMS. For practice-based courses, I assign students to create an

assessment video, upload it to YouTube, and then annotate it naming each skill, describing their process, and assessing areas of growth. I conduct take-home timed midterms and finals on the LMS that include videos, multiple choice & short answer questions, and essays. As students are often more technologically minded than I am, these practices help to facilitate communication and preserve class time for discussion and practice-based learning opportunities.

Promoting Self-Reflective Practice

Social workers engaging in all levels of practice require consistent self-reflection to acknowledge and challenge issues of prejudice, oppression, and discretion. Whether it is making assumptions behind behaviors contributing to a mental health diagnosis or inconsistent regulation enforcement, social workers are active members of oppressive and biased systems. Highlighting the role of discretion in social work, I initiate role plays with students that bring to light biases that favor or prejudice against groups of potential clients. I use classroom time to ensure that learners consider multiple perspectives to course material and model attention to positionality and intersectional identities. Lastly, I regularly use guest speakers and anti-oppression readings to contribute, challenge, and complement traditional social work doctrine.

Lastly, I enjoy and seek teaching and mentoring opportunities because I am passionate about creating competent and engaged social workers who understand their positionality and have a strong commitment to social justice. My students have noted my passion for teaching but also that I am *“a tough teacher who expects a lot from her students,”* continuing to state that: *“I feel this aided in learning and prepared the class better.”* Another student reflected that *“the feedback she gave on the assignments was extensive and a huge help to my learning—much more than I’ve received from most other instructors here.”* I expect a lot from my students, but in return, I offer my time and creativity to provide active learning activities that use available technologies while promoting socially just, self-reflective practice.