

Nomination Dossier: Award for Team Teaching

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Teaching Philosophy Statement

We adopted a team-teaching approach in SOWK 555 S01 Africentric Perspectives in Social Work, which allowed us to bring together our intersecting and overlapping beliefs and help harness critical thinking in our students. Team-teaching involves “two or more teachers [working collaboratively in] “planning, teaching, and/or evaluation of a course” (Baeten & Simons, 2014, p. 93). Our team-teaching practices are guided by three beliefs; students learn best when they are, (1) *critical thinkers* who can cultivate and harness their *critical consciousness*, (2) exposed to meaningful and purposeful *engaged pedagogy*, and (3) experience *transformative learning*. We elaborate on each of these beliefs when discussing the teaching strategies we adopted in the development, delivery, and evaluation of SOWK 555 S01, and their impacts on learners and on us as co-instructors.

We believe students learn best when they can think critically, question, interrogate and analyze life events and social issues. Critical thinking calls for engagement, which is the basis of knowledge exchange and knowledge development. Students bring very rich knowledge and experiences to the classroom. We embrace critical thinking through consciousness raising activities that encourage students to acquire knowledge on a range of topics, reflect on their relevance in local, national, and international contexts and synthesize and share their learning with peers and instructors.

We apply engaged pedagogical approaches in our classroom as it helps foster different ways of learning and is congruent with student-centered strategies that encourage active learning. We deliver a combination of interactive lectures that include individual and group activities to awaken the channels of learning. As instructors, we take pleasure in collaborating with students who are keen on expanding their knowledge and skill set to engage with the materials that they may find challenging.

We believe cultivating student accountability is paramount to transformative learning and growth. When students play an active role and take responsibility for their own learning and actions, it helps develop their self-efficacy and self-agency. We promote accountability by modelling knowledge transfer and critical reflection. We facilitate transformative learning exercises that encourage the use of self and critical reflection. From our perspective, transformed learners become innovators, trailblazers, and transformative of the world they inhabit.