

# DOIN' THE WORK:

Frontline Stories  
of Social Change

## **Brief Overview on Using the Questions for Assignments and/or Class Discussion**

The two main ways the questions will be used are for writing assignments or class discussion. Here are some suggested strategies:

### **Class Discussion**

- Students are expected to listen to the episode(s) in advance of the scheduled class.
- Questions can either be provided to students in advance of class, so that they come prepared to discuss the questions, or given to students at the start of the discussion. If given to students at the start of the discussion, allow students to have time to answer the questions on their own on paper, prior to the discussion.
- When discussing in class, break students up into groups of 2-4 students. This allows for each student to participate, as there are always students who will not share their opinions in a larger group discussion, but will participate in small groups. The instructor should visit each group (if possible due to class size) and listen to the discussion to get a sense of the varied perspectives, while offering feedback as appropriate. This will be particularly useful later on when the larger discussion occurs. After the selected amount of time for the small group discussion, invite the class to come back together as a large group. Each group could take turns sharing one of their answers, with the larger class open to discuss each answer and their own thoughts. Another option is to simply open the discussion to the entire class after the small group discussions take place. If the class discussion stalls, the instructor can utilize some of the perspectives heard from visiting the small groups to re-engage the class.

### **Writing Assignments**

- The recommendation is to utilize a draft format and classroom discussion prior to students submitting the final copy.
- Students are assigned the questions in whatever format the instructor details. The expectation is that students bring a draft copy to class on the scheduled date. They do not turn in the draft to the instructor.
- Classroom discussion then follows the model of the class discussion above. The idea is that students have ample opportunity for peer feedback. At the same time, the instructor is able to get a sense of where students are doing well and struggling with the assignment. The instructor can provide feedback in the small groups and also to the larger class. Pay attention to trends. Of course, always suggest that students contact the instructor for assistance prior to the scheduled class and after.
- Students then have the opportunity to revise their draft and submit the final copy by the scheduled date.
- For additional strategies, such as think-pair-share and the one-minute paper, please visit <https://cat.fiu.edu/developing-teaching.html> and scroll down to Assessing Learning.



### General Questions

1. What about this episode was most impactful to you? How will this influence you as a social worker?
2. What are the diversity, social, and/or economic justice issues discussed in this episode?
3. Imagine that you are in the role of the social worker. Which personal biases would you need to resolve/work on to be the social worker with the population(s) discussed?
4. Review the [NASW Standards and Indicators for Cultural Competence in Social Work Practice](#). Choose one standard that applies to the episode and explain the connection. Discuss two indicators for that standard and how you will apply them as a social worker.
5. What question would you have asked the person being interviewed and why?