

Lesson Plan

Description and Overview:

Course Name:	SOWK 430: Social Work Research Methods
Course Description:	Emphasis on the scientific method in development of beginning evaluative skills that contribute to practice competence. Knowledge to evaluate critically the research findings of others; use of research methods to improve practice. Students are required to participate in a research study. Prerequisite: SOWK 102: Modern Social Welfare Dilemmas, ENGL 110H or ENGL 110, SOWK 322, SOWK majors only.
Textbook:	DeCarlo, M. (2018). <i>Scientific inquiry in social work</i> , at URL: https://scientificinquiryinsocialwork.pressbooks.com .
Lesson Name:	Qualitative methods for gathering data (Qualitative Inquiry: Lesson #2)
Duration of the Lesson:	1 hour (60 minutes)
Learning Objectives:	<ul style="list-style-type: none"> *Students will be able to describe qualitative methods for gathering data and provide examples of their application. *Students will be able to recognize the difference between participant and non-participant observation. *Students will be able to recognize the difference between structured and unstructured interviewing. *Students will be able to identify several case study documents. *Students will be able to understand the use of field notes and practice completing field notes.
Mode of Delivery:	Face-to-face class
Location:	Stayer Hall -203
Assumed Knowledge (Prerequisites):	Prerequisite: SOWK 102: Modern Social Welfare Dilemmas, ENGL 110H or ENGL 110, SOWK 322, SOWK majors only.

Lesson or Learning Module Agenda & Outline

Anticipated Time:	Topic or Content Areas:
5 mins	Warm Up/Breaking the Ice
5 mins	Check-In/Setting the Stage
20 mins	Body/Content of Lesson
5 mins	Application (Videos)
15 mins	Active Learning Practice (Individual & Groups)
5 mins	Review and wrap-up (Teaching Demonstration Survey)
5 mins	Next Steps

Planned Learning Activities for Learner Engagement

Activity Type:

Description of Activity:

Discussion Questions
Activity
(Check-In & Review)

Goal:
Students will demonstrate knowledge about foundation, definitions, use, and theory of qualitative research.

Material & Resource:

1. PowerPoint with questions about the last qualitative class.
2. Notes from previous class and today's class

Activity Outline and Procedure:

1. Each group of students will be assigned a specific color to help differentiate them from other groups.
2. The professor will choose a color and invite group members to answer questions.

Accommodation:
Students can use their notes to answer the questions, but they must try to answer as a group first.

Timeline:
5 minutes

Review Activity
(Application &
Active Learning Practice)

Goal:
Students will develop attention to detail and critical analysis

Material & Resource:

1. Short Videos
2. Paper/Pen/Pencil/Laptop/Cellphones or Tablet Notes app

Lesson Outline and Procedure:

1. Students will watch a short video and complete observation.
2. Following by completing observation about the information presented
3. Students will share and discuss their findings with their group members.

Accommodation:
Students need to be physically able to view or listen to the media event. Depending on the nature of the course, accommodations may have to include alternative media events for those with visual or auditory disabilities.

Timeline:
5 minutes

Content & Learning Assets

Type of Format:

Description of Content or Learning Asset

PowerPoint
Short Videos

Learning Module Content: Qualitative Inquiry.
Group -The Monkey Business Illusion
Interaction- PARCHISY Parent-Child Interaction
Crowd- In The Belfry Live at Trapper Creek - Observing the Crowd

Evaluation & Feedback Strategy

Type of Evaluation:

Proposed Methodology and Tool:

Knowledge Check
Experience/Satisfaction

Individual-Group by Discussion Question and Review Activity
Individual-Students and Professor: Teaching Demonstration Survey