

The Relationship Between Signature Pedagogy, Subject Knowledge, and Pedagogic Knowledge in Promoting Good Teaching in Social Work Education: A Case Study of Role-Playing and the Flipped Classroom

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Abstract

Social work education is crucial in preparing students for the complexities of the profession. Good teaching practices are therefore essential for social work educators. This study explored the relationship between signature pedagogy, subject knowledge, and pedagogic knowledge in promoting good teaching in social work education, with a focus on role-playing and the flipped classroom approach. The study also aimed to identify the challenges, advantages, and disadvantages of these pedagogical approaches and their implications on social work students' learning outcomes. The study used a case study approach, and the data were collected from social work lecturers, students, and practicing social workers through in-depth interviews and focus group discussions. The sample size was 30 participants, and the data were analyzed thematically. The study found that social work educators who incorporated signature pedagogy, subject knowledge, and pedagogic knowledge in their teaching using role-playing and the flipped classroom approach had a positive impact on students' learning outcomes. However, social work educators encountered challenges in implementing these pedagogical approaches, such as inadequate resources, resistance from students, and time constraints. The findings suggest that the flipped classroom and role-playing approach are effective pedagogical approaches for teaching social work students. The study recommends that social work educators should receive training on how to effectively integrate signature pedagogy, subject knowledge, and pedagogic knowledge in their teaching using role-playing and the flipped classroom approach. Additionally, social work education institutions should provide adequate resources to support the implementation of these pedagogical approaches.

Key words: Social work education, signature pedagogy, subject knowledge, pedagogic knowledge, role-playing, flipped classroom