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Teaching and Learning

in Counselor Education



AMERICAN COUNSELING
ASSOCIATION

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Teaching and Learning in Counselor Education

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American Counseling Association
6101 Stevenson Avenue, Suite 600
Alexandria, VA 22304

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Cover design by Bonny E. Gaston

Library of Congress Cataloging-in-Publication Data

Names: Vela, Javier Cavazos, author.

Title: Teaching and learning in counselor education / Javier Cavazos Vela.

Description: Alexandria : American Counseling Association, 2020. |

Includes bibliographical references and index.

Identifiers: LCCN 2020005160 | ISBN 9781556203886 (paperback)

Subjects: LCSH: Counseling—Study and teaching.

Classification: LCC BF636.65 .V45 2020 | DDC 158.3071—dc23

LC record available at <https://lcn.loc.gov/2020005160>

Dedication

This book is dedicated to my daughter, Alyxia. I hope you will remember this book as one way I said thank you for giving me motivation to work hard and complete my goals. I also dedicate this book to my late mother, who lost her battle with cancer. Thank you, Mom, for always encouraging me to chase my dreams and never give up. I know that you are proud of me, and I will always remember you. Finally, I dedicate this book to my late grandfather, Judge Moises V. Vela. Thank you, Pipo, for giving me a lifetime worth of memories. I miss you every day.

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Preface

IF YOU ARE A DOCTORAL student in counselor education, you most likely were assigned this book in your pedagogy and teaching course. If you are a counselor educator, you most likely purchased this book to improve your knowledge, skills, and beliefs around teaching and learning in counselor education. Regardless of your level of training and expertise, you know that teaching is a fundamental role and responsibility of current and prospective counselor educators. Quality teaching has the potential to help students increase their performance, learning, sense of belonging, and self-efficacy. Effective teaching also has the potential to help students develop skills that will help them become lifelong learners. Thus, this book was planned and written with the intent of summarizing research-based teaching and learning strategies and providing readers with exercises and activities to apply what they learn. Also, this book is designed to be part of a course on teaching and pedagogy with recommendations for class and learning activities, homework exercises, and retrieval practice activities. All ideas in the book are based on research-based literature from counselor education and postsecondary education.

In this book, I address two primary audiences: doctoral students in counselor education and counselor educators. The main audience for this textbook is doctoral students in counselor education who are enrolled in a teaching and pedagogy course. However, this book is also useful for counselor educators who want a resource to improve their knowledge, skills, and beliefs around teaching and learning. If you are the instructor of a teaching pedagogy course in a doctoral program in counselor education, you will also find this textbook helpful for aligning course content and activities with the 2016

Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards (CACREP, 2015) for doctoral students in counselor education. A secondary audience is program administrators and department chairs in clinical mental health counseling programs. If you are a department chair, you can use the strategies in this book to design courses with research-based teaching and learning strategies and design professional development activities to help faculty improve their teaching practices. To help meet the demands and needs of various audiences, I have integrated activities and exercises into each chapter that can be used as part of a pedagogy course for doctoral students in counselor education or by counselor educators who are engaging in self-learning and professional development.

Each chapter has learning objectives, pause and learns, reflective activities, reflection exercises, application and evaluation exercises, and suggestions for best practices. Each chapter begins with a set of learning objectives aligned with Dee Fink's (2003) taxonomy of learning and 2016 CACREP Standards for teaching. The content of this book will help doctoral students in counselor education meet the following CACREP Standards as they relate to teaching: (a) roles and responsibilities related to educating current and prospective counselors; (b) pedagogical methods relevant to teaching in counselor education; (c) models of adult development and learning; (d) curriculum design and evaluation; (e) effective approaches for online learning, remediation, and gatekeeping functions; (f) assessment of learning; and (g) the role of mentoring (CACREP, 2015). By reading and completing the activities in this book, readers will be able to improve their knowledge and skills in teaching and learning practices, which is a core area in CACREP Standards regarding doctoral professional identity.

The learning objectives will help readers define concepts, compare concepts and ideas, evaluate activities, and apply ideas to teaching. Following the learning objectives, each chapter includes a background knowledge probe, which is based on a learning principle presented in Chapter 7, which asks readers to reflect on what they already know about a topic or idea. There are also numerous pause and learns as well as retrieval practice exercises throughout each chapter (Harrington & Zakrajsek, 2017; Rice, 2018) to give readers time to refresh, think about what they are reading, retrieve information from memory, or make connections. Each pause and learn asks readers to stop reading and begin to think about how they can apply what they are reading, think about how what they are reading connects with what they already know, or make predictions about subsequent content and chapters. In addition, toward the end of each chapter are recommendations for application. All recommendations in these

sections are based on research-based practices in the literature presented at the beginning of the chapters. All recommendations for application were intentionally selected for a variety of courses in counselor education. The chapters conclude with learn how to learn, application, and evaluation exercises, which are learning assessment techniques (Barkley & Major, 2016) designed to give readers an opportunity to think about not only what they have learned but also how to apply it. At the end of each chapter, readers will be able to respond to three simple yet meaningful questions: What did you learn in this chapter? How can you apply what you learned? How can you learn more about the topics in this chapter?

All chapters are aligned with Section 6, Doctoral Standards for Counselor Education and Supervision, of the 2016 CACREP Standards. Instructors can use this book to develop activities and exercises to help doctoral students in a pedagogy course meet CACREP Standards in teaching. Chapter 1 focuses on developing learning outcomes and a learner-centered syllabus. Background design, taxonomies of learning, and the learner-centered syllabus are reviewed and contextualized within the literature. This chapter helps doctoral students develop knowledge and skills in curriculum design, delivery, and evaluation (CACREP Standard 6.B.3.d.). After reading and completing the activities in this chapter, readers will be able to describe backward design, identify elements of Dee Fink's taxonomy of learning, create a learner-centered syllabus, and prepare a plan to learn more about learning outcomes.

Chapter 2 introduces learning principles and research-based practices around how students learn. The following eight learning principles are covered: (a) Students' previous knowledge can facilitate or hinder learning; (b) students' ability to organize and integrate information can influence learning and application of learning; (c) students' development can interact with course climate to help or hinder learning; (d) students learn better when they are actively engaged; (e) students learn better when they engage in retrieval practice; (f) people learn better when they are active; (g) practice and specific feedback are critical for learning; and (h) students need to self-monitor their learning to become self-directed learners (Ambrose, Bridges, DiPietro, Lovett, & Norman, 2010). After reading and practicing the ideas in this chapter, readers will be able to identify important learning principles, compare different learning principles, apply what they have learned to design learning experiences, and create a plan to learn more about how people learn.

Chapter 3 focuses on evidence-based teaching methods of dynamic lecturing and active learning. Different types of lectures and active learning activities, as well as the research supporting their effectiveness, are introduced.

This chapter focuses on helping students increase their knowledge and skills in pedagogy and teaching methods in counselor education and supervision (CACREP Standard 6.B.3.b.). After reading and completing the activities in this chapter, readers will be able to identify research-based methods in teaching, compare different active learning strategies, create a plan to use research-based instructional strategies, and develop a plan to learn more about dynamic lecturing and active learning.

Chapter 4 reviews collaborative and team-based learning. Important elements of collaborative and team-based learning are introduced along with research-based recommendations. Like Chapter 3, this chapter focuses on helping students increase their knowledge and skills in pedagogy and teaching methods in counselor education and supervision (CACREP Standard 6.B.3.b.). After reading and completing the exercises in this chapter, readers will be able to identify elements of team-based learning, reflect on personal experiences with peer learning, and create a plan to integrate collaborative learning principles into teaching.

Chapter 5 focuses on online learning. Research-based recommendations for integrating online learning into courses are introduced. This chapter focuses on helping doctoral students develop knowledge and skills in effective approaches for online instruction (CACREP Standard 6.B.3.e.). After reading and completing the exercises in this chapter, readers will be able to identify the benefits of integrating online learning into a face-to-face course, contrast online and blended learning environments, apply what they have learned to develop online class sessions, and develop a plan to learn more about online learning.

Chapter 6 focuses on service learning and community engagement. Important distinctions between service learning and community engagement, as well as research-based recommendations, are presented. This chapter focuses on helping readers increase knowledge and skills in pedagogy and teaching methods in counselor education and supervision (CACREP Standard 6.B.3.b.). After reading this chapter, readers will be able to define service learning and community engagement, compare service learning and volunteerism, identify research-based practices in service learning, and apply best practices to create a service-learning project in a course.

Chapter 7 covers learning assessment techniques and formative assessment methods. The rationale and support for learning assessment techniques as well as specific strategies are offered. This chapter focuses on helping doctoral students develop knowledge and skills in assessment of learning (CACREP Standard 6.B.3.g.). After reading and completing the exercises in this chapter,

readers will be able to define learning assessment techniques, identify three steps in the learning assessment process, create a plan to use learning assessment techniques, and identify resources to learn more about formative assessment methods.

Chapter 8 focuses on transparent design and assessment. Three components of transparent design are introduced: purpose, task, and criteria for success. Part of criteria for success is rubrics, which are also covered in this chapter. Like Chapter 7, this chapter focuses on helping doctoral students develop knowledge and skills in assessment of learning and is aligned with CACREP's teaching standard on assessment of learning (CACREP Standard 6.B.3.g.). After reading and completing the exercises in this chapter, readers will be able to identify elements of transparent design, create a transparent assignment, and create a plan to learn more about transparent design.

Chapter 9 covers the documentation of teaching effectiveness. Several means of documenting teaching effectiveness are reviewed, including peer observation of teaching, traditional student evaluations, and the collection of student feedback. After reading and completing the exercises in this chapter, readers will be able to describe teaching effectiveness, identify strategies for evaluating teaching, use critical reflection to identify opportunities for growth, and evaluate teaching effectiveness.

Chapter 10 focuses on mentoring, remediation, and gatekeeping in counselor education. It describes (a) roles and responsibilities related to counselor educators, (b) screening and gatekeeping functions relevant to teaching, and (c) the role of mentoring in counselor education and supervision. Content in this chapter is aligned with CACREP's teaching standards related to remediation, gatekeeping, and mentoring (CACREP Standards 6.B.3.a., 6.B.3.f., 6.B.3.i.). After reading and performing the exercises in this chapter, readers will be able to define mentoring in teaching, identify elements of gatekeeping and remediation, and create a plan to integrate gatekeeping functions into teaching and learning.

Chapter 11 focuses on the scholarship of teaching and learning (SOTL). The steps for designing a SOTL research project and research question are covered. After reading this chapter, readers will be able to describe SOTL, identify the benefits of SOTL, and create a SOTL research question.

This book is a practical resource for current doctoral students and current counselor educators to use to develop knowledge and skills in research-based strategies in teaching and learning. This book is also helpful for program administrators who want to design courses with research-based teaching and learning strategies as well as help faculty improve their knowledge and skills

in teaching practices. After reading this textbook, doctoral students in counselor education and counselor educators will be able to use backward design to create learning objectives and meaningful learning experiences, identify how learning works, structure a class for retrieval practice, create an interactive lecture with active learning strategies, create a learner-centered syllabus, design transparent assignments that are aligned with course objectives, engage in SOTL, and develop a statement of teaching philosophy. All content is aligned with 2016 CACREP Standards and can help instructors of doctoral pedagogy courses develop and plan activities that will enable students to develop knowledge and skills to meet standards for teaching.

Overall, this book provides prospective and current counselor educators with a resource for identifying research-based strategies for teaching and learning and aligning teaching practices with CACREP competencies in teaching. Just as counselor educators train counseling students to use evidence-based practices, they themselves need a textbook with research-based strategies for teaching and learning. I hope that after reading and completing the activities in this book, you will be able to reflect on your beliefs about teaching and create teaching and learning activities based on research-based practices.

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Acknowledgments

THERE ARE MANY PEOPLE WHOM I need to thank. I would like to thank the American Counseling Association, and Nancy Driver and Carolyn Baker, for believing in this book idea. I would also like to thank several family members, including my wife, Dr. Alyssa Cavazos, and grandmother, Mary Jo Vela. From my work family, I must acknowledge Professor Michael B. Johnson, who was my number one mentor, as well as Professors Ala Qubbaj, Patty Alvarez McHatton, and Alma D. Rodriguez from The University of Texas Rio Grande Valley. I would also like to thank Professors Manual Zamarripa, Robert Smith, and Rick Balkin. All of these people believed in my potential to pursue teaching and research leadership opportunities.

About the Author

Javier Cavazos Vela, PhD, is associate dean for research and graduate programs at The University of Texas Rio Grande Valley. He is a licensed professional counselor in the State of Texas. Javier has published more than 73 peer-reviewed articles and book chapters and has received external funding from the Texas Higher Education Coordinating Board, Hogg Foundation for Mental Health, Texas Education Agency, and U.S. Department of Education. As the former director of the Center for Teaching Excellence at The University of Texas Rio Grande Valley, he is committed to creating resources to help counselor educators think about their teaching and student learning.

