

California State University, San Bernardino

CSUSB ScholarWorks

Teaching Skills Study Awards (TSSA) Reports

Teaching Resource Center

Fall 10-25-2019

Monideepa Becerra TSSA Fall 2018

Monideepa B. Becerra DrPH, MPH

California State University - San Bernardino, mbecerra@csusb.edu

Follow this and additional works at: <https://scholarworks.lib.csusb.edu/trc-tssa>



Part of the [Higher Education and Teaching Commons](#)

Recommended Citation

Becerra, Monideepa B. DrPH, MPH, "Monideepa Becerra TSSA Fall 2018" (2019). *Teaching Skills Study Awards (TSSA) Reports*. 6.

<https://scholarworks.lib.csusb.edu/trc-tssa/6>

This Other is brought to you for free and open access by the Teaching Resource Center at CSUSB ScholarWorks. It has been accepted for inclusion in Teaching Skills Study Awards (TSSA) Reports by an authorized administrator of CSUSB ScholarWorks. For more information, please contact scholarworks@csusb.edu.

TRC TSSA Report

Name, Department, and Email address:

Monideepa B. Becerra, DrPH, MPH, CHES
Health Science and Human Ecology
mbecerra@csusb.edu

Name and Date of conference attended:

Lilly Conference on Advancing Teaching and Learning, October 18-20, 2018

Teaching Skill(s) Studied:

Several posters and sessions discussed how to assess student learning in writing classes and how to better assess outcomes. Particularly, I attended presentations on how technical writing can be better incorporated in STEM classes, since most students learn academic writing in such course work. Of particular, one of the presenters discussed the importance of including peer-review as part of technical writing as that would enhance students' skill building. Another major session focused on why there is so much resistance to assessment from faculty. One major item discussed was that faculty felt it was additional work. The presentation addressed how to change wording and focus on a feedback loop, create better streamlined effort of submitting assessment, and I also learned (from discussion with participants) that it is best to create assessment plan before a syllabus is made to ensure that faculty are mindful of content that are being presented and ensure appropriate rubric. Prior to this, I have never heard about technology test kitchen and learned how it can provide a scope of testing out various technology and see what fits best. One of the major lessons was grading. Several sessions focused on how to grade better. One particular focused on importance of providing feedback on content and how easy it can be for some faculty to deter from content and focus on grammatical issues. This can in turn, deter a student from the content and the entire purpose of the learning outcome fails. Writing resources can be used for such writing skill development, while faculty can focus on providing feedback on content. I also presented my pedagogical research and received a lot of feedback on how to better improve assessment and integrate diversity topics in a plethora of classes.

Impact on Current Teaching (How was this info applied)?

The grading rubric development was a huge opportunity. The session helped focus on developing more comprehensive content-focus grading procedures, which I incorporated in all classes. Likewise, I began to incorporate technical writing projects in classes. For example, students in HSCI 455: Health Policy and Law, now write three technical reports. Likewise, students in HSCI 367: Human Disease and Mechanism, have a final project that is a technical report that a County Public Health Department would produce.