Karen Rowan TSSA Winter 17

Karen Rowan

CSUSB, krowan@csusb.edu

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

Part of the Higher Education and Teaching Commons

Recommended Citation
https://scholarworks.lib.csusb.edu/trc-reports/8

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 TRC Year End/Quarterly Reports by an authorized administrator of CSUSB ScholarWorks. For more information, please contact scholarworks@csusb.edu.
TSSA One-Page REPORT

Name, Department, and Email address:

Karen Rowan, English Department, krowan@csusb.edu

Name and Date of conference attended:

Lilly Conference-Anaheim, February 23-26, 2017, Anaheim, CA
http://www.lillyconferences-ca.com/

Teaching Skill(s) Studied:

My interest in attending the Lilly Conference was to deepen my engagement with research on
evidence-based teaching and learning applicable to First-Year Composition courses. Research
and scholarship in my field of composition and writing studies often attends to these issues, but
I attended the Lilly Conference to engage with these issues from a wider, less disciplinary basis
to expand what my own field offers. My goal was to draw on what I learned at the conference to
inform my teaching of FYC, as well as my mentorship of graduate teaching associates and other
courses. I also attended the conference with the goal of seeking out and learning from sessions
that might inform conversations related to Q2S curriculum planning.

Sessions attended included:
• You Get What You Ask For: Aligning Teaching, Learning, and Assessment Strategies
• Do I Really Want to Know? Mid-Course Evaluations for Course Redesign
• An Institutional Approach to Assessing Student Learning Outcomes
• Graduation GAPS: What’s Teaching Got To Do With It?
• 13 Techniques for Responding to Student Contributions in Discussion-Based Learning
  Environments
• Incorporating Stress Reduction Activities into the Higher Education Classroom
• Creating and Listening: Counterstories as Digital Narratives to Counter Oppression

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

Because I attended several sessions on approaches to assessment and was collaborating with
colleagues to develop a Q2S transition plan/model for First-Year Composition in winter and
spring 2017, the sessions informed my work more on a programmatic level than a classroom
level. I was able to draw on the approaches to mid-course, end-of-course, and program-level
assessment presented in these sessions to inform conversations with departmental colleagues
about our plan for FYC program-level assessment, which will certainly inform course-level
assessment. I was also able to broaden the strategies that I use for mid-course assessment in
my own teaching, and I shared these strategies, as well as strategies for facilitating class
discussions, with the TAs that I was mentoring in 2017-18.

Date Submitted: 1/26/18