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Karen Rowan TSSA Winter 17

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Recommended Citation

Rowan, Karen, "Karen Rowan TSSA Winter 17" (2018). *TRC Year End/Quarterly Reports*. 8.
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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