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Winter 1-24-2018

Stacie Robertson TSSA Winter 17

Stacie Robertson

CSUSB, stacie.robertson@csusb.edu

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Recommended Citation

Robertson, Stacie, "Stacie Robertson TSSA Winter 17" (2018). *TRC Year End/Quarterly Reports*. 7.
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Name of Conference Attended: Lilly Conference: College and University Teaching and Learning

Teaching Strategy Studied: The focus of the conference was Evidence-Based Teaching and Learning.

Impact on/How Applied to Current Teaching:

I attended the Lilly Conference in February 2017 in Anaheim, CA. The conference focused on Evidence-Based Teaching and Learning. The sessions I attended focused on student engagement, community building, boosting learning, and team-based learning strategies. I also attended sessions I thought would apply to diverse student needs such as issues in Universal Design and team building in a team-based learning environment. I have an interest in Flipped Classrooms or Student-Centered Learning, so this conference provided techniques that can be used in this type of learning environment.

The Lilly Conference is a series of conferences across the United States. It is made up of educators in various disciplines. Further information on the Lilly Conference can be found here: <http://lillyconferences.com/>

The Scholarly Teacher: Applying Evidence-Based Strategies to Enrich Student Learning is a blog connected to the Lilly Conference. The blog posts can be found here: <https://www.scholarlyteacher.com/>

The blog posts are not specific to any one discipline but address issues and advice on teaching and “offer practical implications for our classrooms”

Using platforms such as Kahoot! as a teaching tool one particular session focused on keeping students engaged in the learning process through games. Kahoot! is a web based platform that allows one to develop questions that can be answered either individually or in teams. The game is set up to allow students to use their smart phones/devices to answer questions in class. Further information on Kahoot! can be found here: <https://kahoot.com/what-is-kahoot/> I have not used this platform in my class as of yet, but did use it in a conference presentation on Student-Centered Learning. Other tools I took away from the conference include the use of ePortfolios and Counterstories as a way of assisting students in thinking critically about big picture ideas in our field. Specifically, I would use this technique to help students to develop advocacy work in the field of Rehabilitation Counseling. Using the Counterstories idea to have students develop positive stories regarding disability (countering negative attitudes).

One of the speakers at the Lilly Conference has authored many books on Student Engagement. Following the conference I have continued to make use of her writings on flipped classrooms and student engagement. Two specific articles I found interesting are found in the following places: <http://barbihoneycutt.com/3-ways-engage-students-first-5-minutes-class/> and <http://barbihoneycutt.com/flippable-moments/>

In general, the Lilly Conference provided me with practical examples of activities I could try in my classroom to better focus and engage students. It is important that my students learn critical thinking skills in order to be successful in their future endeavors. As a counselor educator I can teach students skills but they will need to rely on their personal judgement on a great deal of interventions with clients. The Lilly Conference helped me to conceptualize ways in which I could place more of the educational onus on the students so they can not only be involved in the learning process but also so they can begin building the critical thinking skills they will need to use in their practice.

Stacie Robertson, PhD, CRC
Associate Professor Rehabilitation Counseling Program