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Ann Johnson TSSA Winter 2014

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TSSA REPORT

Name, Department, and Email address:

Ann Johnson
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Name and Date of conference attended:

American Political Science Teaching and Learning Conference-Philadelphia, PA (2/6/2014-2/9/2014)

Date Submitted:

December 6, 2018

Teaching Skill(s) Studied:

The two major topics I wanted to better understand from the conference were flipping the classroom and simulations. I attended sessions on each and have incorporated the ideas into my classes.

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

Flipping the Classroom

During the teaching and learning conference, I learned several methods helpful to my classes. The first was flipping the classroom. I used this strategy in my Administrative Law Class PA 472. In this class I ask students to research a reason for creating a regulation, policy or procedure of an agency. This case be at the federal, state, city or county level. I ask them to analyze the incident (usually a problem or investigation) leading up to the change and what problem the agency tried to solve. They answer these questions online which makes them the subject matter expert prior to coming to class. This enables me to flip the classroom. When they come to class we can discuss if the change in the law or regulation will be an effective way of solving the problem or if it likely the agency will encounter the same problem again. I also have the students discuss whether the model can be replicated to other agencies. Finally students opine whether the law is likely to change in the future and what the social and political implications are.

Classroom Simulations

At this conference I also learned about the effectiveness of role play exercises and simulations. I wanted to make administrative law seem less dry to my undergraduate students. I use role play in my PA472 class in an asylum exercise. I have students learn the law and the current criteria (credible fear based on persecution) for filing a political asylum case. I have students split up and prepare a file of an applicant and a case based on membership in a political organization, social group, religion, etc. I also have students prepare questions as an asylum officer and decide what sort of documentation they would need to verify. After the mock hearing I have students give their recommendation as well as their reasoning based upon law and fact. This exercise allows students to see the difficulty for applicants in producing evidence and for asylum officers making judgments about the credibility of the asylum applicant and their case.