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Name and Date of conference attended: California State University Teaching and Learning Symposium, October 20-22, 2016

Teaching Skill(s) Studied:

Skill #1 During the conference I attended several workshops on kinetic learning and diversity. The first workshop on kinetic learning the professors from CalPoly San Louis Obispo was taught by engineering faculty. They posed a question about given what the students already thought which way a spool would unravel as a think pair share. They then had the students do the exercise and the spool unraveled in different direction than the students would have thought. They then used the formula to explain why. The technique of what students believe will happen (or has happened) think, pair, share and comparing to the reality is something I could use in law to demonstrate an unusual precedent or change in the law that is counterintuitive.

Impact on Current Teaching: This technique will be used for cases of religious freedom or gender discrimination.

Skill #2: I also attended sessions on ethics. The professor from Fresno State University gave a presentation on drought in the central valley of California. She then had students list stakeholders. She then asked for a percentage of how much effect each stakeholder had on the outcome of the drought policy. The point of the exercise is that not all stakeholders have equal power and yield equal influence.

Impact on Current Teaching: I will use this in as I teach Social Corporate Responsibility. I have an exercise where a factory is moving from New Jersey to South Carolina. I have students discuss the shareholder model and the stakeholder model. I also ask about the stakeholder. Demonstrating relative power would help the students to understand the point of relative power and ethics better. I also could use this to explain to students about development and stakeholders in the Inland Empire.

Skill #3: I also attended a session by a professor from San Francisco State University on reading comprehension where students read together as groups and discuss why they come to the conclusions that they do.

Impact on Current Teaching: I could use this in my smaller classes especially because I find during essay April 26, 2017