

California State University, San Bernardino

CSUSB ScholarWorks

Teaching Skills Study Awards (TSSA) Reports

Teaching Resource Center

Winter 2-8-2013

Carolyn McAllister TSSA Spring 2012

Carolyn McAllister

CSUSB, cmcallis@csusb.edu

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



Part of the [Higher Education and Teaching Commons](#)

Recommended Citation

McAllister, Carolyn, "Carolyn McAllister TSSA Spring 2012" (2013). *Teaching Skills Study Awards (TSSA) Reports*. 88.

<https://scholarworks.lib.csusb.edu/trc-tssa/88>

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 Teaching Skills Study Awards (TSSA) Reports by an authorized administrator of CSUSB ScholarWorks. For more information, please contact scholarworks@csusb.edu.

TSSA Spring 2012 Report

Carolyn McAllister

Attended: Baccalaureate Program Director's Annual Conference, March 14-18, 2012

I attended the BPD Annual Conference in Portland, Oregon in March 2012. My intentions were to attend sessions focused on: 1. Capstone Projects in BSW programs; 2. Teaching research methods to BSW students, and; 3. Online Education

1. I attended two presentations outlining capstone projects at two BSW programs of similar size to ours. One focused on having students write a capstone paper, focused on the book *Amazing Grace*. This paper was not attached to a particular course, but covered aspects of all courses through the questions students were required to answer. There are three instructors in the program, and all grade all the papers. Students must pass the paper to graduate. They recently created a rubric to make grading more structured. The second program had students complete a research paper where they did an intensive case study in their internship. This has a two course sequence: research methods and capstone course. The paper is evaluated by two people in order to measure program competencies for our accrediting body, as well as graded by the instructor. They used a rubric to evaluate competencies.

2. I attended three sessions on research/ statistics. One looked at ways to teach statistical theory in absence of math- i.e. rather than focusing on the equations, focusing on helping people interpret and understand the statistical tests so they could make appropriate choices and interpret results. Another looked at ways social work educators assist students with research methods related anxiety (partializing assignments, using milestones, allowing for early turn-in and revision, directly addressing anxiety, giving lots of feedback). Finally, I attended a session on increasing research in BSW programs.

3. I attended two sessions on using a variety of supports to online classes. Skyping in speakers, using voice recording for reflection, having students design a video on a particular topic. Finally, I attended a session that had a professor discussing how to use Twitter in class.