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Jing Zhang TSSA Fall 2018

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TSSA Grant REPORT

Name: Jing Zhang

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Date Submitted: August 19, 2019

Name of Conference Attended: the 38th Annual Original Lilly Conference on College Teaching.

Teaching Strategy Studied:

I went to the following sessions:

- WHAT'S NOT WORKING? Understanding and Accommodating Students with Disabilities
- Technology Tools You Can Use Now in Your Class
- Using Virtual Reality to Engage Students in Understanding an Audience
- Ready to Learn: How to Get Your Students to Come to Class Prepared
- Flipping the Diversity Script: Teaching About Whiteness
- Developing an OER
- Emotional Labor: Staying Resilient, Teaching Well

I also went to the three-hour workshop on team-based learning. Through this conference, I learned how to make the class material more accessible to all students including students with disabilities. I also get introduced to the latest technologies that can be used in the classroom, for instance, [Wheel of names](#) allows professors to randomly select a name. [Playposit](#) allows professors to create interactive videos. In addition, [Flipgrid](#) allows the students to create videos and share with the class. I got hands on experience using Virtual and Augmented Reality and noticed its possibilities of enhancing student's presentation skills. I learned techniques that encourage students to come to the class prepared. I also joined conversations around diversity in the class. I learned how to find open educational resources. And last, the emotional labor workshop taught me how to keep resilient and take care of myself.

Impact on/How Applied to Current Teaching:

I have used some of the resources that I learned in the conference. For instance, when I taught employee diversity and its benefits in my HRM 455 Human resources management course, I used some of the slides about how unconsciousness influences people. I have used some of the tips I learned to get students prepared, for instance, I have moved the class quiz to the beginning of the class instead of after the lecture to check whether students have read the material or not. Some of the students believed this change helped them to keep themselves on track. I noticed students were more active in responding to the in-class discussion questions. I have used some of the techniques that I learned from the team-based learning workshop, for example, I have used the [IF AT cards](#) in class to encourage group discussion.