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Nancy Acevedo-Gil TSSA Winter 2014

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Name of Conference Attended

Association for the Studies of Higher Education (ASHE)

Teaching Strategy Studied

At the ASHE conference, I attended the pre-conference workshop titled “Early Career Faculty Teaching,” sponsored by the Council for the Advancement of Higher Education Programs. In particular, the workshop and conference centered on teaching higher education courses and advising doctoral students.

Impact on/How Applied to Current Teaching

At the pre-conference, I learned various strategies when teaching doctoral students and higher education courses in particular. The workshop emphasized the importance of providing mentorship and guidance before the dissertation stage, to prepare students for conducting research and writing the dissertation. In addition, there was an emphasis on providing culturally relevant mentoring to first-generation students and students of color. In addition, the workshop provided various materials, such as example syllabi, to design higher education courses. In particular, the notion of having students not just learn about a topic through lecture but instead provide the opportunity for students to conduct research while in the class. For example, when teaching “history of higher education,” instructors can provide students the opportunity for research by assigning students seek out archival materials of a college they choose. Creating such an assignment allows for a history course to become alive. I brought this particular idea back to my department and the faculty member who teaches a similar course now uses the assignment for the doctoral students.

Overall, I learned various strategies that emphasized how to improve student writing. It was helpful to see that nationwide, doctoral faculty members are experiencing difficulties with student writing. One strategy in particular was the need to incorporate reflective writing practices in classrooms. As such, I include writing a workshop for the second-year students. In the workshop, I emphasize the literature review process, citing work appropriately, and overcoming writing fears. I note the need for student work to be reviewed and edited by others and the continual opportunity to improve a paper, exemplified through a peer-editing assignment.