UNLV Libraries: Partners in Student Learning

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### Institutes and Workshops Offered

<table>
<thead>
<tr>
<th>Title</th>
<th>Year</th>
<th>Number of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milestone Experience Workshops</td>
<td>2014</td>
<td>13</td>
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<tr>
<td>Faculty Institute – Second Year Seminar</td>
<td>2013</td>
<td>22</td>
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<tr>
<td>Teacher-Librarian Institute</td>
<td>2012</td>
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<td>Faculty Institute – First Year Seminar</td>
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<td>Faculty Institute on Capstone &amp; Course Design</td>
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<td>Hotel Faculty Institute on Core Course Design</td>
<td>2011</td>
<td>17</td>
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<tr>
<td>Faculty Institute on Research Based Learning in High Impact Courses</td>
<td>2010</td>
<td>16</td>
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</tbody>
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### Learning Outcomes for Faculty Institutes

- To understand how research-based learning approaches support student success.
- To articulate goals and learning outcomes for research assignments in order to communicate expectations to students and form the basis for assessment of student work.
- To investigate research-based learning activities that integrate library and information resources.
- To discover technology options that support scalability and sustainability of research-based learning.
- To share strategies and discuss resources to help faculty who mentor graduate assistants and part-time instructors to support the integrated research assignment.

### Comments from Institute Evaluations

- Participants realized a "need for the earliest possible interventions in students' university careers to move them in the direction of greater skills and competence."
- Agreement among faculty and instructors that the collaboration with the liaison librarians was beneficial, and even "one of the best things about the entire Institute."

### Next Steps

- Offer the Teacher-Librarian Institute again in August 2014
- Content analysis of faculty members' course syllabi to examine which concepts from institutes have been integrated
- Work with the Coordinator of Instructional Development and Research to offer assignment design workshops for instructors
- Participate in the Transparency in Teaching and Learning in Higher Education project at UNLV

### Two Curriculum Models

#### Integrated Course Design Model
- Learning Goals
- Teaching/Learning Activities
- Assessment & Feedback
- Situational Factors

#### 3Ps: Purpose, Product, and Process Assignment Development

1. Learners
2. Purpose
3. Product
4. Process

### Comments from Institute Evaluations

Agreement among faculty and instructors that the collaboration with the liaison librarians was beneficial, and even "one of the best things about the entire Institute."