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Title Here!!

Roberta Sabbath

University of Nevada, Las Vegas, roberta.sabbath@unlv.edu

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The practice and the need it addresses

Practice #1: Structured, Regular, Oral Student Discussion Post Explanation

Provide highly structured requirements for regular/weekly written prompt responses, provide weekly prompt options, and provide regular, in-class time for student oral explanation of their written responses projected onto the screen.

NEED: Practice expressing ideas orally and functioning in a collaborative setting

Practice #2: Structured One-Time, 7-Minute Topical Student Class PowerPoint Presentation

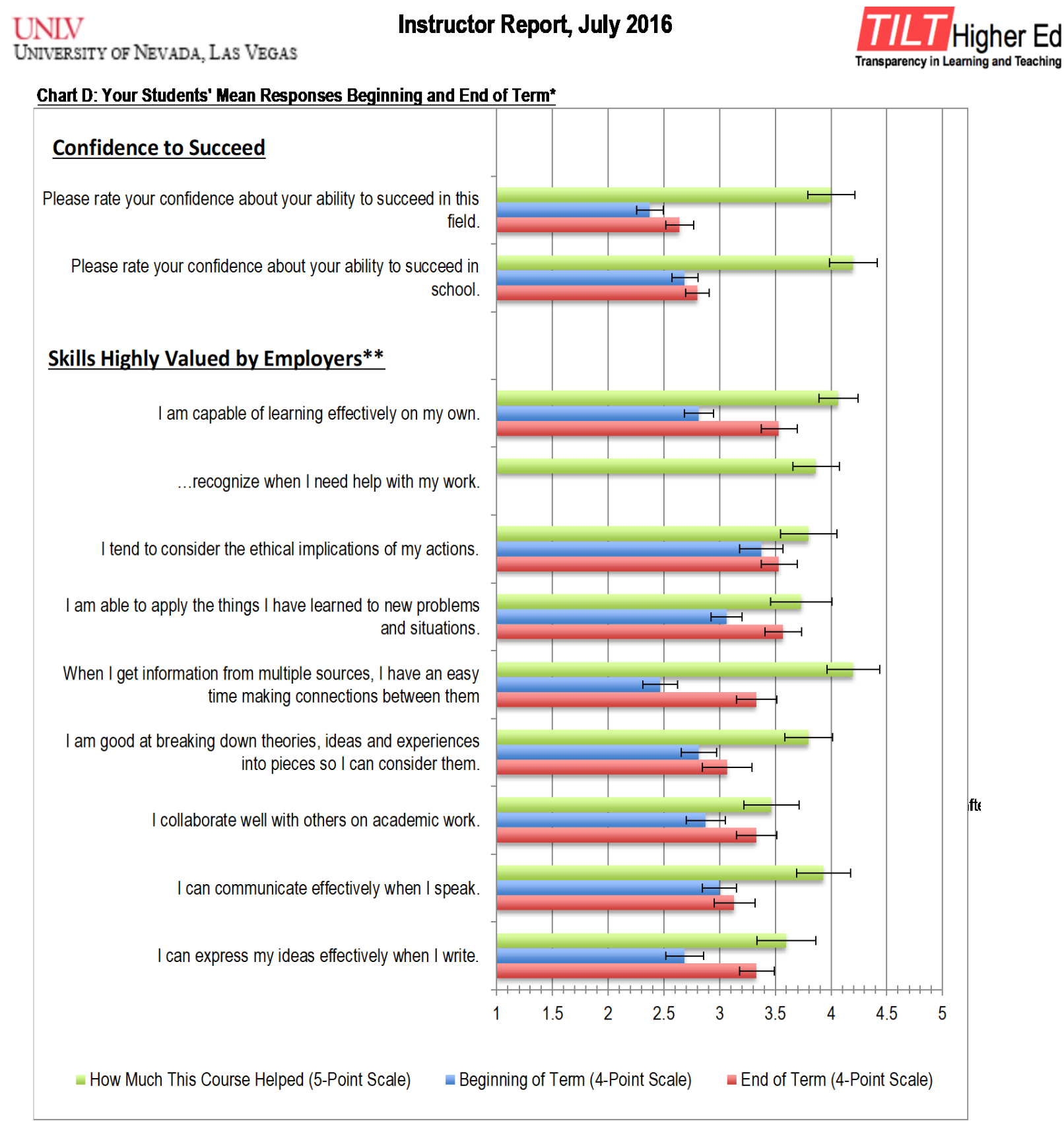
Provide a structured assignment, a list of topic options, a sign-up time the second day of class, and a time in class each week for student PowerPoint (or other) 7-minute Presentation.

NEED: Practice preparing and delivering oral presentations

Evidence this practice benefits UNLV Students

Results

- The resulting repetition of each student speaking at least once each week through orally explaining their written responses and once a semester through the lengthier presentation assignment builds the confidence that their ideas are worthwhile and that their insights are unique. The collective class contributions enrich our understanding of each other as both diverse and similar—all portable skills required for their futures outside the classroom.
- The pre- and post-surveys sponsored by the Transparency in Learning and Teaching project (TILT Higher Ed) has given me more confidence in the effectiveness of strategies that provide generous opportunities for students to speak in class.



Resources and where to find them

Practice #1 Assignment:

Purpose

To share something you found interesting about the main work or works of our authors. Also to connect the main work to its context by mentioning one point relating to history, religion, politics, or literary tradition that you find helpful in understanding the work.

Task

Write a cohesive paragraph about ONE point that you find interesting.
Length of approximately 300-350 words
Quote from the text in support of your discussion. Provide an in text citation with a page number and a work cited listing.
Quote from the background reading in the text or background websites when you discuss context. Provide an in text citation with a page number and a work cited listing.

Criteria

Students who take exceptional time both in reading, thinking, and writing about the topic of the week will earn better grades.
The key is to write a concise, dense response that shows thought, careful editing,
A fresh approach to the analysis that avoids the obvious, superficial, or simple understanding of the text earns more points.

Rubric: Simple (provide examples)

Further assignment design resources:

- www.unlv.edu/provost/teachingandlearning
- www.assignmentlibrary.org/

How other UNLV teachers might adopt this practice

Practice #2 Assignment:

Purpose

To deliver an oral presentation explaining one cultural context such as philosophy, religion, history, politics, literary tradition.

Task

SLIDE 1: Include an image associated with your topic Include the NAME of your topic. Include the GENRE of the work.
SLIDE 2: Map of the region in which the work portrays/was written. SLIDE 3: Map showing the more local region of interest to the work. SLIDES 4-5: Report information about your selected topic explaining some aspect of the context of the work: religion, history, literary tradition. Use website resources. Show sources. SLIDES 6-7: Pictures or video clips associated with the topic. The idea is to give us a sense of the world where the work was created and/or the author lives(d).

Criteria

Be able to communicate to class a basic understanding of your topic.

Rubric: Simple (provide examples)

Rubrics can be adjusted to reflect the standards for the specific discipline and assignment. Instructors may choose to provide a simpler checklist rather than a whole rubric. In either case, it's important to give students an opportunity to use the rubric or checklist to evaluate samples of existing work (in publications, or publicly available projects before they use it on their own to evaluate their individual work.