1-19-2018

UNLV's Best Teaching Practices Expo 2018

Mary-Ann Winkelmes  
*University of Nevada, Las Vegas, mary-ann.winkelmes@unlv.edu*

Follow this and additional works at: [https://digitalscholarship.unlv.edu/btp_expo](https://digitalscholarship.unlv.edu/btp_expo)

Part of the [Education Commons](https://digitalscholarship.unlv.edu/btp_expo)

**Recommended Citation**  
[https://digitalscholarship.unlv.edu/btp_expo/50](https://digitalscholarship.unlv.edu/btp_expo/50)

This Book is brought to you for free and open access by the Faculty Affairs at Digital Scholarship@UNLV. It has been accepted for inclusion in UNLV Best Teaching Practices Expo by an authorized administrator of Digital Scholarship@UNLV. For more information, please contact digitalscholarship@unlv.edu.
UNLV's Best Teaching Practices Expo highlights great ideas from UNLV's teaching community. Help yourself to a buffet lunch and some food for thought as you browse a selection of posters that describe evidence-based teaching practices that work with UNLV students.

WHERE: Thursday, January 18, 2018

WHEN: 12:00 - 1:30 pm

For any questions or for more information, contact Mary-Ann Winkelmes at mary-ann.winkelmes@unlv.edu or visit https://www.unlv.edu/provost/idr
UNLV Best Teaching Practices Expo 2018

Thursday, January 18, 2018
12:00 - 1:30 pm
Student Union Ballroom

Instructional Development & Research

www.unlv.edu/provost/idr
President Len Jessup, Executive Vice President and Provost Diane Chase, and the Instructional Development & Research Group are grateful for the following Sponsors and Supporters of this event and for UNLV’s faculty development services:

**SPONSORS**

Office of Faculty Affairs  
Academic Success Center  
University Libraries  
William F. Harrah College of Hotel Administration  
College of Liberal Arts

**SUPPORTERS**

Academic Assessment  
Online Education  
Office of Student Engagement & Diversity  
Office of the Registrar  
Academic Advising  
Office of Information Technology  
Office of Diversity Initiatives  
Division of Educational Outreach  
General Education  
Writing Center  
The Intersection  
Faculty Development Fellows  
School of Allied Health Sciences  
Lee Business School  
School of Community Health Sciences  
School of Dental Medicine  
College of Education  
Howard R. Hughes College of Engineering  
College of Fine Arts  
Graduate College  
Honors College  
William S. Boyd School of Law  
UNLV School of Medicine  
School of Nursing  
College of Sciences  
Greenspun College of Urban Affairs  
Faculty Affairs  
Office of Community Engagement  
Academic Affairs  
Math Learning Center  
Academic Resources  
Decision Support  
Undergraduate Education

www.unlv.edu/provost/idr
SELECTION COMMITTEE

We are grateful to the following distinguished members of our selection committee for their extensive work reviewing proposals, offering feedback and planning this event.

Jacimaria Batista, Howard R. Hughes College of Engineering
Valarie Burke, Graduate College
Melissa Bowles-Terry, University Libraries
Christopher Cain, William F. Harrah College of Hospitality
Lori Candela, School of Nursing
David Copeland, College of Liberal Arts
Lindsay Couzens, Office of Assessment
Malayka Neith Cornejo, College of Education
Sue DiBella, Community Engagement
Dan Gianoutsos, Academic Success Center
Xan Goodman, University Libraries
Katherine Hertlein, UNLV School of Medicine
Margarita Huerta, College of Education
Sharon Jalene, School of Allied Health Sciences
Lori Johnson, William S. Boyd School of Law
Mark Kasselhut, Office of Information Technology
Louisa McDonald, College of Fine Arts
Tamara Madenson, Greenspun College of Urban Affairs
Chyna Miller, Math Learning Center
Barbee Myers Oakes, Office of Diversity Initiatives
Laurel Pritchard, Undergraduate Education
Kurt Regner, College of Sciences
Darryl Seale, Lee School of Business
Judith Skelton, School of Dental Medicine
Rex Suba, Online Education
Gina Sully, Writing Center
Tony Terrell, Honors College
Qing Wu, Community Health Sciences
UNLV Best Teaching Practices Expo 2018
Thursday, January 18, 2018  12:00 - 1:30 pm  Student Union Ballroom

AGENDA

11:00am-12:00pm PANEL: Teaching for Community Engagement, Identity and Inclusion
   Student Union 208C

12:00pm-1:30pm   LUNCH and POSTER SESSION
   Student Union Ballroom A

12:15pm-12:30pm WELCOME and RECOGNITIONS

   Welcome and Opening Remarks
   Diane Chase, Executive Vice President and Provost

   Recognition of Distinguished Contributors
   Carl Reiber, Senior Vice Provost
   o Alison Sloat, College of Sciences, "Rebel Science Camp: Outreach Through Engagement"
   o Jenifer Utz, College of Sciences, and Matthew Bernacki, College of Education, "Web-based Self-Assessment Improves Exam Performance"
   o Darrell Lutey, Office of Information Technology, "Lecture Capture / Flipping / Clickers"

   Recognition of Sponsors, Supporters and Selection Committee
   Mary-Ann Winkelmes, Director, Instructional Development & Research

12:30pm-1:30pm EAT, BROWSE POSTERS
   • Visit the posters and gather teaching ideas
   • Talk with presenters

1:30pm-2:30pm PANEL: Distinguished and Honored Contributors' Best Teaching Practices
   Student Union 208C
# UNLV Best Teaching Practices Expo 2018

Thursday, January 18, 2018  
12:00 - 1:30 pm  
Student Union Ballroom

<table>
<thead>
<tr>
<th>PRESENTER</th>
<th>COLLEGE, SCHOOL, UNIT</th>
<th>POSTER TITLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CAREER PREPARATION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daniel R. Siciliano, Lecturer</td>
<td>Accounting, Lee Business School</td>
<td>Internships for Accounting Students</td>
<td>6</td>
</tr>
<tr>
<td><strong>COMMUNITY ENGAGEMENT, IDENTITY AND INCLUSION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rian Satterwhite, Director</td>
<td>Service Learning &amp; Leadership, Division of Student Affairs</td>
<td>Establishing Service-Learning Criteria at UNLV</td>
<td>7</td>
</tr>
<tr>
<td>Alison Sloat, Assistant Professor in Residence</td>
<td>College of Sciences</td>
<td>Rebel Science Camp: Outreach Through Engagement**</td>
<td>8</td>
</tr>
<tr>
<td>Elena Gandia Garcia, Assistant Professor in Residence</td>
<td>World Languages and Culture, College of Liberal Arts</td>
<td>Volunteering in the Community: Combining Service and Learning</td>
<td>9</td>
</tr>
<tr>
<td>Erika Abad, Assistant Professor in Residence</td>
<td>Interdisciplinary, Gender, and Ethnic Studies, College of Liberal Arts</td>
<td>Profiling as Pedagogy – Difficult Dialog in Practice</td>
<td>10</td>
</tr>
<tr>
<td><strong>GAMES AND LEARNING</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sara Mathis, Lecturer</td>
<td>Communication Studies, Greenspun College of Urban Affairs</td>
<td>Are Dogs Better Than Cats?: Teaching Oral and Written Persuasion Skills*</td>
<td>11</td>
</tr>
<tr>
<td>Cass Shum, Assistant Professor</td>
<td>William F. Harrah College of Hospitality</td>
<td>Enhancing Student Learning with Word Games</td>
<td>12</td>
</tr>
<tr>
<td>Erica S. Tietjen, Lecturer</td>
<td>School of Public Policy and Leadership, Greenspun College of Urban Affairs</td>
<td>Using a Breakout Box to Encourage Critical Thinking in the Classroom</td>
<td>13</td>
</tr>
<tr>
<td><strong>METACOGNITION AND TEACHING</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Celeste Calkins, Graduate Student Mary-Ann Winkelmes, Director</td>
<td>College of Education; Instructional Development and Research</td>
<td>A Teaching Method that Boosts UNLV Student Retention</td>
<td>14</td>
</tr>
<tr>
<td>Steve Hayden, Professor</td>
<td>Teaching and Learning, College of Education</td>
<td>Developing a Teaching Philosophy Statement</td>
<td>15</td>
</tr>
<tr>
<td>Nathan Slife, Assistant Professor in Residence</td>
<td>Educational Psychology and Higher Education, College of Education</td>
<td>Dialectical Teaching Strategies for First and Second-Year Students</td>
<td>16</td>
</tr>
<tr>
<td>Joe Ervin, Assistant Professor in Residence</td>
<td>Academic Success Center</td>
<td>Self-Assessment in the College Curriculum</td>
<td>17</td>
</tr>
<tr>
<td>Melissa Bowles-Terry, Head, Educational Initiatives</td>
<td>University Libraries</td>
<td>The Impact of Library Instruction on Student Success</td>
<td>18</td>
</tr>
<tr>
<td><strong>UNDERGRADUATE RESEARCH</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kim Nehls, Visiting Assistant Professor, Executive Director, ASHE</td>
<td>College of Education</td>
<td>Tea-Searching with Undergrad and Grad Students: Moving Beyond STEM</td>
<td>19</td>
</tr>
</tbody>
</table>

Electronic copies of posters will be available at: [www.unlv.edu/provost/idr/best-practices](http://www.unlv.edu/provost/idr/best-practices)
<table>
<thead>
<tr>
<th>PRESENTER</th>
<th>COLLEGE, SCHOOL, UNIT</th>
<th>POSTER TITLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dak Kopec, Associate Professor</td>
<td>School of Architecture, College of Fine Arts</td>
<td>Interior Architecture’s Use of Rotating Teams</td>
<td>20</td>
</tr>
<tr>
<td>Emma Bloomfield, Assistant Professor</td>
<td>Communications, Greenspun College of Urban Affairs; School of Life Sciences, College of Sciences</td>
<td>Working Groups as Classroom Management Style*</td>
<td>21</td>
</tr>
<tr>
<td>Kathryn Rafferty, Assistant Professor in Residence</td>
<td>School of Life Sciences, College of Sciences</td>
<td>Web-based Self-Assessment Improves Exam Performance**</td>
<td>22</td>
</tr>
<tr>
<td>Jenifer Utz, Assistant Professor in Residence</td>
<td>School of Life Sciences, College of Sciences; Educational Psychology and Higher Education, College of Education</td>
<td>Instructors Learn from Homework, Too: Data Collection to Facilitate Reteaching Before the Test</td>
<td>23</td>
</tr>
<tr>
<td>Matthew Bernacki, Assistant Professor</td>
<td>Civil and Environmental Engineering and Construction, Howard R. Hughes College of Engineering</td>
<td>Web Based, Personalized and Experiential Learning</td>
<td>30</td>
</tr>
<tr>
<td>Erica Marti, Assistant Professor</td>
<td>Office of Information Technology</td>
<td>Agile Instructional Design for Learning</td>
<td>31</td>
</tr>
</tbody>
</table>

**PEER LEARNING AND FLIPPED INSTRUCTION**

**TECHNOLOGY AND TEACHING**

<table>
<thead>
<tr>
<th>PRESENTER</th>
<th>COLLEGE, SCHOOL, UNIT</th>
<th>POSTER TITLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benjamin Root, Instructional Programmer</td>
<td>Office of Online Education</td>
<td>Add Interactive Elements to Videos Using H5P*</td>
<td>24</td>
</tr>
<tr>
<td>Heather Whitesides, Assistant Instructional Designer; Yoonsoo Kim, Instructional Artist</td>
<td>Office of Online Education</td>
<td>Benefits of Hybrid Courses for Students and Faculty</td>
<td>25</td>
</tr>
<tr>
<td>Robyn Raschke, Associate Professor</td>
<td>Accounting, Lee Business School</td>
<td>Creative Student Engagement</td>
<td>26</td>
</tr>
<tr>
<td>Daniel R. Siciliano, Lecturer</td>
<td>Accounting, Lee Business School</td>
<td>Facebook Group in ACC 202</td>
<td>27</td>
</tr>
<tr>
<td>Darrell Lutey, Associate Director Instructional Technology Services</td>
<td>Office of Information Technology</td>
<td>Lecture Capture / Flipping / Clickers**</td>
<td>28</td>
</tr>
<tr>
<td>Tiffany Howard, Associate Professor</td>
<td>Political Science, College of Liberal Arts</td>
<td>Instructional Methods That Improve Outcomes for UNLV Students in Virtual Classrooms*</td>
<td>29</td>
</tr>
<tr>
<td>Cecilia Turman, Graduate Student</td>
<td>Teaching and Learning, College of Education</td>
<td>Web Based, Personalized and Experiential Learning</td>
<td>30</td>
</tr>
<tr>
<td>Yoonsoo Kim, Instructional Artist, Heather Whitesides, Assistant Instructional Designer</td>
<td>Office of Online Education</td>
<td>Agile Instructional Design for Learning</td>
<td>31</td>
</tr>
</tbody>
</table>

**VISUAL LEARNING TOOLS**

Electronic copies of posters will be available at: www.unlv.edu/provost/idr/best-practices
Expo attendees' best teaching practices include:

One of my best teaching practices (shared when you registered for this event) is…

- 1-minute Learning Log entry at end of class. Students write: What did you learn today and what question do you have?
- 10-15 minutes of class time to start homework or problem solving.
- Active learning.
- Addressing each assessment outcome with a range of assignment types.
- Allow students to solve problems in their own way. Help them develop their own ideas toward new solutions. This increases their confidence and the variety of solutions, and provides me an opportunity to learn new methods from the new generation of engineers.
- Asking students to experience the process of creation by recreating (facsimile) a work of art.
- Assignments that are applicable to the students' career goals.
- Backward design of curriculum/course.
- Being prepared as well as being organized.
- Case studies (written / film / video) to engage students in critical thinking, problem-solving.
- Class participation contracts with students at the beginning of term. These contracts start a conversation about effective individual and collaborative learning behaviors. Students consider how their classroom behaviors are related to their peers' and their class success.
- Collaboration, both formal and informal.
- Interdisciplinary approach so students to see connections, i.e. Environmental Law & Public Health.
- Combining class work with practice in the community.
- Community involvement.
- Connect students: to what they know, to what they could learn, and to each other.
- Engage student with an activity within the first 10 minutes of class.
- Experiential learning.
- Face to Face and E-mail class wide communications.
- Feedback prior to higher-impact exams.
- Fun demonstrations of scientific phenomena in the real world.
- Grading and absence policy mirrors expectations in the professional world.
- Group discussion and activities.
- Guiding student group projects.
- H5P: Create simple and portable formative assessment in Blackboard/Canvas.
- Helping students practice elevator pitches as a tool to market themselves to potential employers.
- Immediate feedback on exams.
- Increase student interaction during class time through project based assignments.
- Interactive quizzing.
Expo attendees’ best teaching practices include (continued):

One of my best teaching practices (shared when you registered for this event) is…

- Listening carefully to my students concerns about their learning. (Listen with the heart.)
- Metacognition: Give students time and space to be aware of their own knowledge and their own thinking. Student ownership increases and they make connections between classes.
- Online quiz games in the classroom: Kahoot and Piazza.
- Outdoor Learning.
- Peer learning; Peer to peer evaluation.
- Podcasts to help solve homework problems.
- Positive feedback where possible.
- Problem centered learning techniques.
- Promoting Productive Failure in Mathematics Learning.
- Providing weekly opportunities to demonstrate understanding of course materials and receive feedback.
- Reflection on what was learned from a specific assignment/activity.
- Reflection/review questions at the end of class.
- Remember there's always more than one way to skin a rabbit. Different doesn't mean wrong.
- Research/critical thinking assignments.
- Rotating team-based projects.
- Service learning.
- Share enthusiasm for material.
- Sharing a letter that outlines my teaching philosophy in everyday language with my students.
- Small group discussions.
- Spending the five minutes before the start of class engaging the students in one-on-one on one-on-a few discussions.
- Student engagement.
- Students collaborate on seminar subjects, and build their critical thinking and writing skills using present day scenarios making the subject more real in their lives.
- Supporting a culturally diverse learning collaborative environment.
- Teaching and designing web based classes for teachers.
- Video clips of patients or physicians talking about a medical decision (Bioethics class).
- Writing assignments that help students become competitive graduate school applicants.
- Yoga instruction: offer multiple variations of an exercise or pose, to modify for all learners.
Internships for Accounting Students

ACC 400 Internship Introduction

ACC 400 is the first upper division class for accounting majors and students are introduced to the importance of internships. ACC 400 covers internships and career readiness in the following ways:

1) An internship panel is hosted with previous student interns and a full day of class discussion is dedicated to the internship process and how to obtain credit for a qualifying internship.
2) Professional guest speakers (2-3) present different accounting career paths on different days.
3) Students write thank you letters to each speaker. The letters are provided to the speakers.
4) Students attend networking events and write papers documenting their experiences.
5) In the Communication Project, students create a plan for completing the 2-3 years of coursework required to become a certified public accountant. They also prepare an accounting-tailored resume and cover letter, a video of themselves answering interview questions, a post-interview thank you letter, and a professional LinkedIn profile.

Internship Growth

Our annual for-credit internships have increased significantly since 2012.

Resources

- https://www.unlv.edu/accounting/internships
- Communication Project (attached)
- Partnership with Beta Alpha Psi (student accounting organization) to assist students with resume review and mock interviews. http://www.unlvbap.org/recruiting-season-resources/
- Partnership with Lee Business School Career Services for assistance in the communication of job opportunities, resume review and development of linked in profiles. https://www.unlv.edu/business/career-services
- Email blasts to all accounting majors

Use by Other Departments

These career readiness activities can be easily customized to other departments and colleges, particularly for professional paths.

The following steps would apply across disciplines:

1. Complete a planning worksheet for how to complete the course of study in the discipline. Consider the role of internships in the plan and when students can obtain credit for internships
2. Assign students the task of preparing application materials for a relevant job in the field that may include:
   - Cover letter
   - Video interview recording
   - Online professional profile
   - Tailored resume
3. Communication of relevant job opportunities to students
4. Application process for student to earn academic credit for internship to determine that job is appropriate development opportunity
5. Review of student performance at the end of internship
6. Incorporate student development areas (from employer internship evaluations) into curriculum
Establishing service-learning criteria at UNLV

### The need for service-learning criteria

- Helps distinguish this important pedagogical tool from other practices
- Begins to define best practice
- Enables focused training and development opportunities for faculty
- Enables the institution to track service-learning practice across the curriculum for the first time

### UNLV service-learning criteria

1. The relationship with the community partner is clearly articulated and mutually agreed upon. It may be a one-time collaboration, but longer-term collaborations often yield more significant community impact and deeper student learning. Best practice is to involve the community partner as a close educational partner in the course design process from the beginning.

2. The community need being addressed is clearly defined, preferably by the community (or community partner) itself.

3. The service-learning experience(s) or associated assignments must directly contribute to the student’s course grade.

4. At least one course learning outcome is achieved through the service-learning experience.

5. The service that students engage in must demonstrably benefit a public good. Some internships, externships, placements, and other academic credit-bearing experiences that are primarily designed for workforce preparation or student professional development, while valuable, are not service-learning unless they expressly meet this criteria.

6. Students must be guided through a meaningful opportunity to reflect on, make meaning of, and translate their experience to broader personal, course, or disciplinary contexts. This may be done in any number of ways including but not limited to direct facilitation, guiding reflective prompts, papers, journals, etc.

### Evidence this practice benefits UNLV Students

- It advances...
  - UNLV’s goal of pursuing the 2020 Carnegie elective classificiation in community engagement
  - UNLV’s Top Tier initiative

### Resources and where to find them

- Our website: www.unlv.edu/service/servicelearning
- Catalogue section LC220 in the Leid library
- “Service-learning in the Disciplines” book series by Stylus

### How other UNLV teachers might adopt this practice

- Available 1:1 consultations with faculty
- Piloting use of the GivePulse platform
- A full UNLV curriculum review is underway and will finish by March 30, 2018. This will create a list of service-learning courses at UNLV
  - Partnering with the Registrar’s office to create a formal course tag for service-learning courses
  - Workshops for faculty
    - April 4 – 12:130 pm (SU209)
    - + more

---

“Service-learning is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities for reflection designed to achieve desired learning outcomes.” - Jacoby and Associates, 1996

---

UNLV University of Nevada, Las Vegas

Best Teaching Practices Expo 2018
Rian Satterwhite – Service Learning and Leadership
# Rebel Science Camp: Outreach through engagement

## Program Description
Rebel Science Camp (RSC) is a standards-based outreach program for 5th grade students enrolled in Clark County School District (CCSD) Title I elementary schools. During the spring semester, about 70 students visit UNLV for 4 hours each Friday and experiment with color chromatography (Figure 1), mine minerals from a cookie (Figure 2), measure sea level rise and sea ice decline (Figure 3), build a well in an aquifer (Figure 4), and prevent water pollution in the Las Vegas Valley watershed (Figure 5). These activities are facilitated by College of Sciences undergraduate students enrolled in SCI 499 (Figure 6).

## Community Engagement
- Engages over 400 elementary students in hands-on activities that promote critical thinking, different fields of science, and a college education
- Provides local elementary students with an opportunity to meet and interact with a diverse group of scientists and university students studying science
- CCSD teachers rated the effectiveness of RSC as a 4.8/5.0 in helping their students "engage with, interact with, and understand scientific" concepts

## Undergraduate Engagement
- Students earn valuable teaching and leadership experience
- Introverted students discover their passion for science helps them overcome their own perceived shyness, allowing them to teach effectively and enthusiastically
- 100% of Students Leaders re-enrolled or graduated the following semester
- Student Leaders effectively recruited future RSC Student Leaders for Spring 2018 RSC through testimonials

## Goals of Rebel Science Camp
- Excite students' interest in science early-on in their academic careers
- Present students with real-world science applications
- Encourage students to pursue college and careers in the sciences
- Involve undergraduate students in the facilitation of the activities to give them valuable teaching experience and to keep them engaged throughout their own university careers

## Resources
- Students at RSC learn that science is all around, and they do not need sophisticated laboratory equipment to conduct experiments. All of the activities at RSC can be recreated in the classroom or at home.

## Resources and where to find them
- Rebel Science Camp website: [https://www.unlv.edu/sciences/community/outreach/rebel-science-camp](https://www.unlv.edu/sciences/community/outreach/rebel-science-camp)
- Resources for Educators
  - Next Generation Science Standards: [https://nextgenscience.org](https://nextgenscience.org)
  - Activities and Research: National Science Teachers Association [www.nsta.org](http://www.nsta.org)
- Resources for Teachers and Parents
  - Hands-on activities using everyday items in your home (for all ages): California Academy of Sciences [https://www.calacademy.org/educators/lesson-plans](https://www.calacademy.org/educators/lesson-plans)
  - American Chemical Society [https://www.acs.org/content/acs/en/education/resource-skills.html](https://www.acs.org/content/acs/en/education/resource-skills.html)

## Outreach Across Disciplines
- Adopt learning-through-teaching activities in any course
- "Outreach" can be anyone not enrolled in your course
- Incorporate teaching opportunities throughout course
- Students can test their own understanding by teaching another student, friend, sibling, or family member
- Additional outreach programs in different subject areas that target additional ages are needed across the Las Vegas Valley
Volunteering in the Community: Combining Service and Learning

<table>
<thead>
<tr>
<th>The practice and the need it addresses</th>
<th>Evidence this practice benefits UNLV Students</th>
<th>Resources and where to find them</th>
<th>How other UNLV teachers might adopt this practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ad Hoc Medical Interpreters</strong></td>
<td><strong>Impact on Students</strong></td>
<td><strong>Institutions who implement</strong></td>
<td><strong>Collaboration and contact</strong></td>
</tr>
<tr>
<td>Most of the patients who use the</td>
<td>Students have the opportunity to practice</td>
<td><strong>Service Learning methods</strong></td>
<td>- Collaboration with units on campus which</td>
</tr>
<tr>
<td>services offered by the Lied Pediatric</td>
<td>what they are learning in class through</td>
<td></td>
<td>share the common goal of community engagement.</td>
</tr>
<tr>
<td>Clinic are minorities (70%), and half</td>
<td>experiential education.</td>
<td></td>
<td>- Open lines of communication between the</td>
</tr>
<tr>
<td>of those patients are Hispanic. The</td>
<td>This real-life experience makes students</td>
<td></td>
<td>teaching and administrative faculty to</td>
</tr>
<tr>
<td>clinic lacks of professional</td>
<td>more aware of issues/needs in the community.</td>
<td></td>
<td>enhance service learning opportunities for</td>
</tr>
<tr>
<td>interpreters to help monolingual</td>
<td>Students develop a sense of</td>
<td></td>
<td>students and faculty.</td>
</tr>
<tr>
<td>doctors and residents to communicate</td>
<td>responsibility to address those</td>
<td></td>
<td>- Identify one or more community partners</td>
</tr>
<tr>
<td>with their patients. The SPAN 317</td>
<td>issues/needs.</td>
<td></td>
<td>who can provide experiences to students</td>
</tr>
<tr>
<td>course addressed this need</td>
<td></td>
<td></td>
<td>in line with your learning outcomes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Contact the community partners to find out</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>if they are a good match, and to</td>
</tr>
<tr>
<td>I. teaching nineteen students two</td>
<td></td>
<td></td>
<td>discuss the objectives and details of the</td>
</tr>
<tr>
<td>interpreting modes (consecutive and</td>
<td>Some students realized that being a</td>
<td></td>
<td>project.</td>
</tr>
<tr>
<td>sight translation).</td>
<td>medical interpreter is a career they might</td>
<td></td>
<td>- Schedule a meeting and/or informative</td>
</tr>
<tr>
<td></td>
<td>be interested in pursuing.</td>
<td></td>
<td>session with the Service Learning</td>
</tr>
<tr>
<td>II. explaining interpreting</td>
<td><strong>Student Response</strong></td>
<td></td>
<td>Department.</td>
</tr>
<tr>
<td>techniques, and assigning medical</td>
<td>“Overall, I was pleased with the experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>texts and videos/audios to practice</td>
<td>because it allowed me to gain valuable insight</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(once students have learnt the theory</td>
<td>that a classroom cannot necessarily offer.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and how the two modes are applied in</td>
<td>“This was my first time volunteering at the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>real life).</td>
<td>clinic, and I can definitely say it was a</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>really big learning experience. I have never</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>done anything like this before or anything</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>even remotely close, so I really had no</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>idea what to expect...”</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>“This volunteer experience allowed me to learn</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a ton of new terms and reinforced all that I</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>was learning in the classroom. It was nice to</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>take the new concepts I was learning in class</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>and apply them practically at the clinic.”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Bibliography**
## Profiling as Pedagogy - Difficult Dialog in Practice

### The Need:
This exercise addresses how to create a safe and inclusive environment needed to discuss unintended racism and racial microaggressions.

### Class Exercise:
Profiling a professor exercise explores what it means when people from different backgrounds ask another person "what are you" or "where are you from."

### Learning outcomes:
- Communication - students identify features of a person that provide context clues about their background
- Critical Thinking - students and teacher explore what it means to assign value to those features
- Global Awareness - students and teacher discuss those meanings across communities

### Profiling patterns - outlined
The above picture addresses the following in class questions:
- What is the difference in who does it?
- How do people feel as a result of being profiled?
- "When I was___, I also experienced ___.”

### Student responses
They stayed after the lecture to discuss:
- their personal experiences
- shared experiences with name calling
- ‘white’ students who aren’t white
- mixed students - ‘I don’t belong with either group’
- “Have you seen (x) hashtag on Twitter?”
- “Can I speak to you in Spanish? It’s easier for me to…”

### Websites
- Implicit Association Bias Test [https://implicit.harvard.edu/implicit/](https://implicit.harvard.edu/implicit/)

### Social media research terms
- #WoCAffirmation
- #teamlightskin v. #teamdarkskin
- #lightbright

### Selected bibliography

### Contact information
- [erika.abad@unl.edu](mailto:erika.abad@unl.edu)
- @prof_eabad (Twitter & Instagram)

### Profiling as pedagogy exercise
1. Survey questions (IClicker or Kahoot!)
   a. When was the first time you were marked as racially or ethnically different?
   b. Was that perceived as good or bad by the other person?
   c. Was that perceived good or bad by you?

2. Discuss Results
   - Have they ID traits that inform guess?
   - Write down traits
   - Ask about social stereotypes around traits and IDs

3. Encouraging add’l discussion
   - I wanted to ask about your hair
   - What did you know I wasn’t
   - What does it mean that there were different definitions
   - Small group discussion on context of settings - school, work, home, shopping
UNLV Best Teaching Practices Expo 2018
Thursday, January 18, 2018
12:00 - 1:30 pm
Student Union Ballroom

Are Dogs Better Than Cats?: Teaching Oral & Written Persuasion Skills

Dr. Sara Mathis, Department of Communication Studies

**Rationale:** First-generation students often come into UNLV underprepared for the rigors of oral and written communication, and their future careers will require strong communication skills. This workshop will engage students in learning effective speaking and writing skills through a debate format.

**Objectives:**
1. Students will engage in a debate format to practice their oral and written persuasion skills.
2. Students will develop arguments and evidence to support their claims.
3. Students will practice active listening and critical thinking skills.

**Materials:**
- Handouts with debate topics and guidelines
- Whiteboards and markers

**Assessment:**
- Participation in the debate
- Written arguments and evidence

**Teaching Strategies:**
- Group discussions
- Individual presentations
- Metacognitive reflection

---

UNLV University of Nevada, Las Vegas

Instructional Development & Research

11

www.unlv.edu/provost/idr
**UNLV Best Teaching Practices Expo 2018**

Thursday, January 18, 2018

12:00 - 1:30 pm

Student Union Ballroom

---

ENHANCING STUDENTS’ LEARNING WITH WORD-GAMES: A CASE OF HOSPITALITY OB CLASS

Cass Shum, William F. Harrah College of Hospitality

**Benefits of Word Games**

- Increases students' vocabulary and critical thinking skills
- Encourages collaboration and teamwork
- Provides a fun and engaging learning experience

**Challenges of Using Word Games**

- Students may find some games too difficult
- Some students may not be familiar with certain game types
- Teachers may need to provide additional instruction on how to play

**Word Games**

- Crossword puzzle
- Hidden word puzzle
- Decoding game

**Evidence This Practice Benefits UNLV Students**

- Improved vocabulary and critical thinking skills
- Increased engagement and participation
- Positive feedback from students

---

More games ideas can be found at [www.UNLVGames.com](http://www.UNLVGames.com)

---

UNLV University of Nevada, Las Vegas

---

Instructional Development & Research

12

www.unlv.edu/provost/idr
## Using A Breakout Box to Encourage the 4Cs in the Classroom

**What is a breakout box?**

- Inspired by the escape room phenomenon, in which players work together to solve a series of puzzles and riddles using clues, hints and strategy to complete the objectives (e.g., leave the room within the time limit).
- A breakout box is a self-contained box with combination locks that are attached to solving puzzles or tasks for each lock. Students can work alone or in teams (or both) to complete content objectives or earn a reward (Breakout.edu).
- I created one out of an old ammo can and used 5-digit alphanumeric Master Lock padlocks of different colors:

---

### Using a breakout box in the classroom

- I was enrolled in CIG 776 (Theoretical Foundations in Science Education) in Fall 2017, where I prepared a breakout box for my fellow doctoral students, with content-based puzzles to solve on the nature of science (our course content area):

---

### Resources and where to find them

**For information on breakout box activities:**

- Website: [http://breakout.edu](http://breakout.edu)

---

### How other UNLV teachers might adopt this practice

**The classroom possibilities are endless!**

- A breakout box can be constructed from any container (e.g., clear plastic, tool box) and use a variety of locking options (e.g., numeric combination locks, keyed locks, hasp with individual locks attached, etc.)
- The puzzles/quests/tasks can be adapted for any content area and for a wide range of classroom sizes (although group sizes of 5 or less work best), and require one (or multiple) class periods to find the solution.
- In the science classroom, the “code breaking” aspect also serves a metaphor for the endeavoring and problem-solving nature of science, in that the process:
  - Requires **multiple and varied steps** to achieve a solution
  - Uses **inference** to connect dots that are not readily apparent
  - Requires **creativity** and critical-thinking for solutions
  - Uses **multiple senses to gather evidence**
  - Requires **collaboration and communication** for effective solutions to complex problems

---

### Evidence this practice benefits UNLV Students

- Students were assigned a colored lock, with a set of questions to solve to arrive at a code that opened their specific lock.
- Students also worked collaboratively to solve a group puzzle that served as the final lock on the box. When completed, they opened the box and revealed the reward!
A Teaching Method that Boosts UNLV Student Retention

The practice and the need addresses
Higher Retention rates for UNLV students who receive transparent instruction

Examples and Resources available from T.I.L. Higher Ed are free and downloadable, including:
- Slides and videos
- Sample assignments from multiple disciplines
- Publications
- Template for transparent assignment design
- Guided checklist for transparent assignment design
- Example of various ways to offer transparent instruction
- Student handbook to frame-class conversations about academic work

Higher Success Predictors for students at M.S. and across the U.S.

Instructional Development & Research
Developing a Teaching Philosophy Statement

The practice and the need it addresses

The practice of writing a teaching philosophy statement is important because it allows faculty to articulate their beliefs about teaching and learning, and how they implement them in their classrooms. This statement should address the following areas:

- **Role and responsibilities**
- **Expertise and/or content area**
- **Relationships**
- **The learning environment**
- **Beliefs, Values, goals**

Developing a Teaching Philosophy Statement

In the college of education, it is common practice for students to write multiple versions of a concise and direct teaching philosophy statement (1,000-1,500 words). While there is not one correct format for composition, some basic criteria should include:

- **Why questions – why am I teaching?**
- **What questions – what is the purpose of _____?**

These why and what questions should be centered around context and might address some of the following areas:

- **Role and responsibilities**
- **Expertise and/or content area**
- **Relationships**
- **The learning environment**
- **Beliefs, Values, goals**

Writing a teaching philosophy statement is essential to the teaching practice and can be beneficial to a variety of stakeholder groups (students, faculty, administration). This document serves to solidify your philosophy on teaching and bridge theory and practice. The benefits include:

- **Clarity and rationale for teaching**
- **Organization**
- **Personal and professional development**

Evidence this practice benefits UNLV Students

**Benefits in the Present and Future Context**

Evidence of the benefits of a teaching philosophy statement for UNLV students has the potential to be significant both in the present and future contexts. A professor sharing a personal teaching philosophy statement with students might contribute to the development of:

- **Clear expectations**
- **More productive student engagement**
- **Open communication**
- **Respect and rapport**

It would also benefit students and faculty across the university by enhancing the practice of the faculty and student body, specifically working toward the core themes of UNLV. A more reflective and evaluative faculty and school population offers potential implications in future interdisciplinary student achievement, creative action, and fostering community partnerships.

Examples across Higher Education

Graduate colleges often provide examples that can be adapted. The teaching philosophy assignment for my students within the college of education is adapted from Cornell University:


How other UNLV teachers might adopt this practice

Temporal and Ecological Approach

Write a personal philosophy statement! Use a temporal and ecological approach:

A temporal approach means to consider your teaching philosophy from a linear past, present, and future perspective.
- **What are your past experiences that have made you the teacher you are?**
- **What is your present context and the structural factors that influence your philosophy?**
- **What are your future short and long term goals?**

An ecological approach means that the philosophy should focus on two key questions:

- **What do you care about? What are some of your strengths?**

References


Contact Information

steven.hayden@unlv.edu
702-895-1540
Teaching and Learning, UNLV
Dialectical Teaching Strategies for First and Second-Year Students

**Teaching Strategies**

**What is the Dialectic?**
An oppositional or bi-polar understanding of meaning (Rychlak, 1976). This ancient understanding of meaning has many applications for instructors.

**Critical Thinking:**
- Dialectical critical thinking focuses on critiquing an idea in relation to one or many alternatives.
- Instructors can foster this type of critical thinking by giving students time to think-pair-share (Swinnick & McKeachie, 2012) about alternative points of view.
- Argumentation Vee Diagrams (pictured below) can aid students’ thinking about alternatives (Nussbaum et al., 2016).

**Assessment & Research**

**Assessment:**
Indirect assessment data for First and Second-Year Seminar courses (FYS/SYS) using these dialectical strategies indicate:
- Students progressed moderately to much on their inquiry and critical thinking ($M = 3.40$ FYS, $3.41$ SYS), written ($M = 3.30$ FYS, $3.36$ SYS), and oral communication ($M = 3.41$ FYS, $3.44$ SYS) – 5-point Likert scale.

**Class Discussions:**
- There is a dearth of literature on how instructors should lead discussions about common reader content in First and Second-Year Seminars.
- Instructors can use Vee diagrams and think-pair-share techniques to guide informal dialectical discussions and debates on common reader content.

**Selected Resources**

**Dialectic:**


**Teaching:**


**Applicability & Potential Challenges**
This practice is not discipline specific and can be used in any undergraduate or graduate course focused on critical thinking and communication.

- AVDs can be either filled out in advance by the instructor or filled out in the moment by students. These are excellent teaching tools to help students analyze and critique course content.
- The dialectic can be used to organize student papers so that students understand and analyze oppositional positions on a variety of topics.
  - Possible Paper Headings
    - Introduction, My Position, Opposing Position, Refutation of Opposing Position, Summary
- Instructors benefit from more engaging class discussions because students are asked to take a position on a topic and critique alternatives. This critique and debate can occur individually or within small groups.

**Potential Challenges:**
- Students would likely benefit from seeing a filled-out AVD before being asked to complete a blank AVD form for use in class.
- Instructors must actively facilitate informal class debates so that all voices are heard and the debate stays on topic.
- Topics for a dialectical discussion/debate should be chosen that fit course objectives and background readings.
Self-Assessment in the College Curriculum

**Self-Assessment**

- The practice and the need it addresses

  - “...the process of reflecting on and evaluating your personal characteristics...” (Cuseo, Fecas, & Thompson, n.d., p. 28)

- The use of self-assessment in the college curriculum is an extensive and wide-reaching endeavor. In essence, through a variety of pedagogical and curricular methods, students are given the opportunity to think about themselves.

**Introspection and Metacognition**

- Students may identify their abilities, strengths, preferences, challenges, perspectives, worldviews, and backgrounds

**Examples**

- FOCUS 2, Myers-Briggs Type Indicator

- Essays on one’s own cultural influences, values, identity, or perspectives

**Student Perspectives**

- The following quotes are taken from presentations in the Fall of 2017, across four sections with over one-hundred students total. Quotes were chosen because they referenced the FOCUS 2 self-assessment we completed as part of an assignment:

  - “Helped me reflect on my values, interests, and personality
  - Opened me to different parts of myself”

  - “Gave me a list of majors that reflected my personality
  - Reminded me of some of my personal traits”

**College Success**

- Among other areas, there are implications for learning habits, learning styles, and academic self-concept (Cuseo, Fecas, & Thompson, n.d.)

  - Touching all the bases: An overview and preview of the most powerful principles of college success. In C. Heavey & D. Gianoussas (Eds.), Achieving success: A guide for college and life (second edition) (pp. 7-37). Dubuque, IA: Kendall Hunt Publishing Company (9781465229692)

**Resources and where to find them**

- FOCUS 2


  - FOCUS 2 is an online self-assessment tool used for career/major exploration

  - Myers-Briggs Type Indicator


  - The Myers-Briggs Type Indicator is used to identify personality and preferences

**How other UNLV teachers might adopt this practice**

**Curriculum**

- Majors/Careers: FOCUS 2 may be beneficial for helping students gain insight into a major/career. Students can take the various self-assessments on FOCUS 2 and investigate majors/careers from the results. Students can also reflect upon their results.

- Identity and Culture: In an effort to understand one’s relationships and interactions with various perspectives, students can investigate their own identity and/or culture, and its implications. Students can write a reflective essay.

**Contact**

- For lessons, assignments, topics, or ideas on self-assessment in the curriculum, please feel free to email me

  - joseph.ervin@unlv.edu

---

UNLV University of Nevada, Las Vegas
The Impact of Library Instruction on Student Success

<table>
<thead>
<tr>
<th>The practice and the need it addresses</th>
<th>Evidence this practice benefits UNLV Students</th>
<th>Results from a multi-institution study</th>
<th>Talk to a librarian</th>
<th>Resources and where to find them</th>
<th>How other UNLV teachers might adopt this practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library instruction for undergraduate students</td>
<td></td>
<td>47,012 first-year students from twelve institutions were part of the 2014-15 data set. Of those students, 25,327 had library instruction.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When instructors and librarians work together to help students develop research and information skills, students benefit. Librarians can work with instructors to help students develop skills in all areas of the research process:</td>
<td></td>
<td>Compared with the control group of students who did not have a library instruction interaction, very significant results were found in three areas:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Developing researchable questions</td>
<td></td>
<td>• Library instruction is highly associated with student retention from fall to fall for first-year students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Finding information</td>
<td></td>
<td>• First-year GPA for students who had library instruction was 0.02 points higher than students who did not (p=0.009)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Using information effectively and ethically to create new knowledge</td>
<td></td>
<td>• These students can be expected to complete 1.8 more credit hours than those who did not have library instruction (p = 7.69E-102)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A study led by UNLV and including research universities from across the United States is investigating the following questions:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. What effect does library instruction have on the retention of college students?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. What effect does library instruction have on the academic success of college students?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. What is the impact of specific library instruction methods on the retention and academic success of college students?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Types of library instruction interactions studied include:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Face to face library instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Online tutorial or research guide</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Librarian worked with instructor to design research assignment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Tea-Searching with Undergrad & Grad Students: Moving Beyond the STEM Fields

The practice and the need it addresses

Teaching and Researching in the College Classroom
Tea-searching is a blend of teaching and research in the college classroom. It is learning by doing with in-class exercises and assignments designed to study complex problems, collect and analyze data, and discuss findings – all at varying levels at the undergraduate, masters, and doctoral levels. In the past decade, research on these student experiences has revealed the extensive array of professional and personal benefits.

Evidence this practice benefits UNLV Students

Feedback from Student UNLV Students
Because of our semester-long research project:
- I became familiar with the process of qualitative research & the work it entails.
- Appreciated hands-on experience and learning by doing (mentioned by 7 students)
- The opportunity to debrief with classmates about the process of data collection and analysis
- Potential to work with real data and contribute to a study
- Presentation at my first academic conference
- Opportunity to work as a research team
- Highly functional, made for deeper understanding of the method
- Practiced interviews and developed social skills for research
- Designed and conducted research with guidance and support
- Practiced “doing” research in a safe environment – okay to ask questions
- Expanded interest of all-risk student populations
- The opportunity to possibly reach a life (e.g., We let the interviewees know that someone cares about them.)

Recommended Reading
Programs routinely include courses in research design and methodology, but developing and honing research skills requires much more than coursework. From a socialization perspective, this includes interpersonal interaction with faculty and peers, participation in professional activities related to the academic field of study, hands-on experience actually conducting research, and practice in writing the kinds of work that is appropriate for academic publication.

On Becoming a Scholar by Gardner & Mendoza (2010), p. 48

Examples of my Tea-Searching at all student levels at UNLV:

Undergraduate
BUS 498: Global Business Strategy
Students are taught various frameworks and apply them to real-world case studies. In Spring 2018, students discussed the Disney film and were asked to research Disney in China from a CAGE Model perspective (Cultural, Geographical, Administrative, and Economic). Research will be presented at AABSS 2018.

Masters
EDH 626: Intro to Student Affairs/Personnel
Students learned about mid-level administrators in student affairs and conducted their own interviews of mid-level administered from around the U.S. More than 30 interviews were completed, transcribed, coded, and analyzed. Findings for RQ1 were presented at ACPA 2017 and RQ2 at EQRG 2017.

EDH 750: Special Topics in Higher Ed
This course from Spring 2018 examined the ways that college students, faculty, and administrators are featured in pop culture and considered the accuracy of these fictional accounts of college campuses. Students presented at FWPCA 2016 and published book reviews (e.g., JSARP, 2017).

Doctoral
EPY 729 Fall 2015 & 2017: Qualitative Case Study Research Methods
Students designed qualitative research projects from start to finish: IRB, lit review, research design, observations, interviews, coding, analysis, and results. Presentations at EQRG 2018 and EQRG 2016. Scholarly publications are currently in progress.
UNLV Best Teaching Practices Expo 2018
Thursday, January 18, 2018
12:00 - 1:30 pm
Student Union Ballroom

UNLV University of Nevada, Las Vegas

Instructional Development & Research
21 www.unlv.edu/provost/idr
### Instructors Learn from Homework, too: Streamlining Data Collection to Facilitate Reteaching Before the Test

#### The Need
Whether it’s for accreditation or simply as a good teaching practice to inform future instruction, gathering and analyzing data can be time-consuming. This is especially true for large classes. How can you streamline the process for quick evaluation?

#### Purpose and Process
**Purpose:** Reteaching is an important step in helping students to learn content they missed the first time. **Process:** In order to know what to reteach, you first need to gather and analyze data. Homework assignments are valuable sources of data, especially in calculation-intensive courses. Other formative assessments also provide useful data for reteaching.

<table>
<thead>
<tr>
<th>Action</th>
<th>Time Involved</th>
<th>Who does it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prepare a template for recording and analyzing data</td>
<td>Once, 30-60 minutes depending on software proficiency</td>
<td>Instructor</td>
</tr>
<tr>
<td>2. Align homework problems with course objectives</td>
<td>Extra 10-30 minutes when preparing homework</td>
<td>Instructor</td>
</tr>
<tr>
<td>3. Extract data from homework</td>
<td>Depends on length and # of assignments</td>
<td>TA / Grader</td>
</tr>
<tr>
<td>4. Prepare report summary</td>
<td>15-30 minutes</td>
<td>TA / Grader</td>
</tr>
</tbody>
</table>

#### Evidence this practice benefits UNLV Students
Data-based Decision Making
Formative assessments (quizzes, discussion responses, homework, etc.) are key tools in understanding what students have learned prior to summative assessments (e.g., exams, projects). Unfortunately, these data are not always systematically gathered and analyzed to inform instruction. Without the intent to act, data gathering is simply a time-intensive task.

Formative assessments benefit students and teachers (Buffum & Erkens, eds., 2009). A higher effect was seen for low-achieving students (Fuchs et al., 1997).

Data-based decision making is a common strategy in education; however, implementation varies (Kerr et al., 2006).

Recent research shows beneficial outcomes from using data to make decisions (Wayman et al., 2006).

### Microsoft Excel Tutorials
Lynda.com
Free access through UNLV ACE account
https://www.lynda.com/learning-paths/Business/improve-your-microsoft-excel-skills

### Using Data to Make Decisions


### Reteaching Before the Test
There are a number of opportunities to reteach a topic prior to a midterm or test.
- After returning homework, spend a portion of that class going over the topics identified in the report.
- Plan a review session or class and focus on the topics identified in the report. Skip the topics where students performed well.

#### Accreditation
Compare how students performed on topics at different stages (i.e., first exposure, midterm, final exam) in order to see growth over time and to show instructor effectiveness.

#### Mastery Learning
Combine this approach with mastery learning and allow students to complete similar assignments or tests. Show the students their growth over time to provide motivation for learning.

#### Flipped Classroom
In this approach, students watch videos, read, or receive instruction outside of the classroom, and then class time is used to engage more deeply with the content. Quizzes outside of class can provide instructors with data to reteach a topic before moving to higher levels of learning (i.e., analysis, synthesis, evaluation).
UNLV Best Teaching Practices Expo 2018

Thursday, January 18, 2018
12:00 - 1:30 pm
Student Union Ballroom

UNLV University of Nevada, Las Vegas

Add Interactive Elements to Videos Using H5P

The practice and the need behind it...

To increase student engagement, add interactive video elements.

Video Content
- Face-to-face lectures
- Lecture slides
- Film clips
- Narrated PowerPoint presentations
- Virtual field trips
- Laboratory experiments

H5P
- Free authoring tool
- Annotate and improve existing videos
- Self-check quizzes
- Bookmarks
- Links to supplementary materials

Instructional Accessiiblity
- H5P videos are accessible to users with disabilities through screen reader commands

For More Information
- You can get help from online forums at:
  https://help.h5p.org
  https://unlvonline.unlv.edu

Faculty members who would like to work with Online Education should contact us:
(702) 895-0334
online@unlv.edu

UNLV Best Teaching Practices Expo 2018

Benjamin Root, Instructional Applications Programmer
Office of Online Education

Reduce Cognitive Load
- Signaling important details within videos
- Highlighting with color or sound
- Marking down in text

Activate Learning
- Interpolated self-checks in videos have been shown to increase note-taking and reduce mind-wandering
  (Spurkun et al., 2013)

For More Information
- For more information about H5P, visit:
  https://h5p.org
  https://unlvonline.unlv.edu
**To HY or Not to HY:**

**Benefit to Students & Faculty through Hybrid (HY) Courses**

<table>
<thead>
<tr>
<th>Hybrid Courses</th>
<th>UNLV Students Want*</th>
<th>Hybrid Toolkit</th>
<th>Steps Towards Developing a HY Course</th>
</tr>
</thead>
</table>
| The Hybrid (HY) model is being introduced to support our University's student success equation. Defined as meeting half face-to-face and half online, the HY model opens space for more courses to be offered. | “Post lectures online so I can look back at it for review for tests and midterms.” | The UNLV Office of Online Education website will soon host a Hybrid Toolkit with suggested methodologies, templates, and support to build your own hybrid courses. | 1. Contact your department chair  
2. Work with your department scheduler  
3. Build a course |
| | “Instructors can post lectures online BEFORE the lecture class and have a quick outline sheet of main points in the PowerPoint so students are more prepared when they get to class.” | | Option A: Contact the Office of Online Education for assistance in building a course  
Option B: Do it yourself |
| | “Communicate and collaborate online.” | |  |
| | “Make lectures and assignments available online.” | |  |
| | “More interactive class lessons using online quiz games and videos.” | |  |
| | “Quotes from the 2016 ECAR Student Survey” | |  |
| | “Learning tends to outperform classroom instruction, and blended learning creates the largest benefits” (Thalheimer, 2017, p. 10). | |  |
| | ‘blended learning on average produces stronger student learning outcomes than learning solely through face-to-face instruction” (Means, Toyama, Murphy, & Baker, 2013, p. 29). | |  |
| | ‘Effects of technology integration ... is effective to a modest but significant degree’ (Bernard, Borokhovski, Schmid, Tamim, & Abrami, 2014, p. 116).” | |  |

**Example Class Offering**

**Face to Face Classroom:**
- Mon: EDU 101, 10:00 – 11:15, CEB 147
- Wed: EDU 101, 10:00 – 11:15, CEB 147

**One Class taught in the time/space**

**HY Classroom:**
- Mon: EDU 101, 10:00 – 11:15, CEB 147
- Wed: EDU 101, Anytime, Online
- Mon: EDU 460, Anytime, Online
- Wed: EDU 460, 10:00 – 11:15, CEB 147

**Two Classes taught in the time/space**

**UNLV Best Teaching Practices Expo 2018**

Heather Whitesides, Ph.D.  
Yeonsoo Kim, Ph.D., SPHR  
Office of Online Education  
Email: online@unlv.edu  
Phone: 702-895-0334

**Student Union Ballroom**

12:00 - 1:30 pm

---

**UNLV University of Nevada, Las Vegas**
Creative Student Engagement

The practice and the need it addresses

How to know a quiet student in the classroom is engaged in the course?

Many students do not feel comfortable asking questions in front of the whole class and stay quiet during class.

This may be that they are generally shy, or may need more time to formulate their questions.

I aim to help all my students remain engaged in the course, especially when they may not participate vigorously in class conversations.

Using a free Question & Answer web application called Piazza (www.piazza.com) allows my students to ask questions, answer other students questions, or to listen by reviewing all questions and answers. This type of online engagement allows all students to do their best regardless if it’s inside or outside of the classroom.

Evidence this practice benefits UNLV Students

Piazza Reports and Statistics

Piazza gives instructors control as they invite the students to the piazza forum for their class.

Students can post specific questions relating to a homework assignment or a general question relating to the course.

The instructor can answer the post, or another student can post an answer and help the other student. Instructors can then endorse these as “good answers” as well as “good questions”.

Piazza allows instructors to poll students to get immediate feedback on how to improve the course.

Piazza provides reports such as:

- Average Instructor Response Time
- Top student question askers
- Top student answerers
- Top student listeners (those that don’t post a question or answer, but review the posts)
- Student participation

Active anonymous student participation allows students more willingness to participate in learning (Sankar, P., Gilmartin, J., & Sobel, M. 2015. ACM SIGCAS Computers and Society, 45(2), 7-10.)

Resources and where to find them

Piazza Class Q&A is Free

Instructors go to www.piazza.com to register.

Piazza can integrate with your phone, tablet and learning management system.

Piazza supports LaTeX for mathematical symbols and formulas

How to easily get started

There are videos and tutorials to help you get started:


Other course discipline links where you can see it used in a live course (https://piazza.com/piazzafacts.html).

Economics:

https://piazza.com(subjects/economics

Psychology:

https://piazza.com(subjects/psychology

Biology:

https://piazza.com(subjects/biology

Computer Science:

https://piazza.com(subjects/computer_science

Engineering:

https://piazza.com(subjects/engineering

Here’s my course in Accounting from Fall 2017:

https://piazza.com/demo_login?nid=j7I41r43ddo2o&auth=8f23e2e
Facebook Group in ACC 202

ACC 202 has three sections of 100-120 students in each section each semester. Since 2016, I have used a “Closed” FB group. The administration involved with creating this group is minimal. On the first day of class, each section of ACC 202 takes a group picture and the students vote in Facebook on the best class picture. The winning picture becomes the cover photo for the group. Former students can remain in the group after passing the class which allows current students to network with alumni. Currently, I have 400 members in my group. I use the site to post weekly course announcements, current business events/videos (with application to the class) and UNLV News. My students use the FB group for a wide variety of issues (homework, course due dates, request for notes, group study sessions and many others). For homework, students frequently use the site to receive help from their classmates on weekly homework. In the Fall 2017 semester, I have begun to “like” and “love” posts from students that go beyond to help others on their homework. These “likes” and “loves” are worth extra credit.

Facebook Group

The practice and the need it addresses

Evidence this practice benefits UNLV Students

Resources and where to find them

How other UNLV teachers might adopt this practice

One Stop Shopping for Student Questions

Facebook engages students outside of the classroom and enables them to have the resources of a large learning community at their fingertips. Most students have a FB account and are familiar with its use. Over the last 60 days of the Fall 2017 semester, posts were up 69% from the previous 60 days as the site proved itself useful to students over the course of the semester. Students used the site more in the Fall 2017 semester than any of the previous semesters I have used it. Prior to using this site, I would receive many emails requesting help on homework. My homework is administered through an online learning system and the homework is math-based and I use algorithmic problems so students have different numbers but the same facts. My time responding to homework problems has been significantly reduced (I would estimate a reduction in my time of 5 hours a week). Generally, the students are receiving quick, high-quality answers through their classmates on the site. Our FB group is the best way I know to stay engaged with students between classes. Another benefit is that I can understand where the class needs additional technical assistance and if I need to clarify class administrative requirements.

Create a Facebook Group for your Class

Creating a FB group for your class is easy. The following steps were excerpted from FB group instructions.

1) Login to FB with your personal account. Select “Create Group”.
2) Determine the name of your group. I use UNLV ACC 202 Siciliano
3) Choose the “closed” group setting. Anyone can ask to join but the administrator has to approve all members.
4) Upload a cover photo. I advise to take a picture on the first day of class.

I normally receive FB notifications for my personal account. With the class account, I receive the same notifications and the amount of time I spend on the group site is not that significant. I am able to police any inappropriate posts but generally there are very few.

To see the group in action, please leave me an email (danny.siciliano@unlv.edu) if you want to join the “UNLV ACC 202 Siciliano” group and I will tell you how to acquire access.

Use By Other Large Multi-Section Courses

The FB group can be easily customized and is ideal for large sections of the same course taught by the same teacher. The FB group is ideal for courses in which weekly homework is essential to master the coursework. It is also especially helpful for quantitative courses. The following steps would apply across courses.

1) Post the name of the FB group in your syllabus.
2) Joining the group should be optional but there may be extra credit awarded.
### Lecture Capture / Flipping / Clickers

#### The practice and the need it addresses

<table>
<thead>
<tr>
<th>Lecture Capture, Flipping, and Clickers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Need:</strong></td>
</tr>
<tr>
<td>Student Success – UNLV needs to improve retention</td>
</tr>
<tr>
<td>Active Learning - Students prefer more active learning than lecture – user your class time for more active learning by flipping or using clickers</td>
</tr>
<tr>
<td>Attendance – Improve attendance by adopting clickers</td>
</tr>
<tr>
<td><strong>The Practices:</strong></td>
</tr>
<tr>
<td>Lecture Capture – Use UNLV’s Lecture Capture tools allowing students to review your lecture as necessary after classes</td>
</tr>
<tr>
<td>Flipping – Learn about using Lecture Capture tools to create content outside of the classroom, or reuse lecture captures</td>
</tr>
<tr>
<td>Clickers – Use clickers (personal response systems) in your course to activate learning and improve attendance</td>
</tr>
</tbody>
</table>

#### Evidence this practice benefits UNLV Students

<table>
<thead>
<tr>
<th>Benefits to Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture Capture – almost all students benefit from having this resource, whether the student has an excused absence, is a non-native English speaking student and needs to review materials</td>
</tr>
<tr>
<td>“there is overwhelming evidence from the recent literature, that LC is not only desired by great numbers of learners in higher education, but that it has enhanced the learning experience for many learners, in some cases leading to significant improvements in learning outcomes.”¹</td>
</tr>
<tr>
<td>Flipping – Have your students review lecture materials at home, and do more active learning in the classroom</td>
</tr>
<tr>
<td>Clickers – improve attendance by adopting clickers and ensure your students are understanding materials</td>
</tr>
<tr>
<td>“students and faculty perceive clickers as facilitating student learning, and the data gathered in this study on student grades supports this perception.”²</td>
</tr>
</tbody>
</table>

#### Resources and where to find them

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>All these tools are supported by UNLV’s Office of Information Technology –</td>
</tr>
<tr>
<td>Clickers: <a href="http://oit.unlv.edu/clickers/">http://oit.unlv.edu/clickers/</a></td>
</tr>
<tr>
<td>Purchasing Clickers: <a href="http://oit.unlv.edu/clickers/purchasing-your-clicker">http://oit.unlv.edu/clickers/purchasing-your-clicker</a></td>
</tr>
<tr>
<td>Lecture Capture <a href="http://www.panopto.com">http://www.panopto.com</a></td>
</tr>
</tbody>
</table>

#### How other UNLV teachers might adopt this practice

<table>
<thead>
<tr>
<th>Adopting The Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact OIT to arrange a consultation</td>
</tr>
<tr>
<td>Lecture Capture</td>
</tr>
<tr>
<td>- Available to all faculty</td>
</tr>
<tr>
<td>- Minimal prep time – teach the way you teach now</td>
</tr>
<tr>
<td>- Lecture capture is automatically published to Learning Management System</td>
</tr>
<tr>
<td>- Reuse materials to “Flip” your course</td>
</tr>
<tr>
<td>Clickers</td>
</tr>
<tr>
<td>- Available to all faculty, but students must pay for the clickers – approximately $50</td>
</tr>
<tr>
<td>- You can allow students to use mobile devices, and just pay for software</td>
</tr>
<tr>
<td>- Does take extra class time</td>
</tr>
<tr>
<td>- Likely redesign course when adopting technology</td>
</tr>
<tr>
<td>- Start small – then use more as you get more comfortable with technology, but try to use in every class period</td>
</tr>
</tbody>
</table>
Instructional Methods That Improve Outcomes for UNLV Students in Online Courses

Background
The demand for online education programs has resulted in the expansion of course and degree offerings, and a steady increase in online student enrollment nationwide (U.S. News, 2016). While the goal of online education is to improve access to higher education, historically underrepresented groups experience lower course completion rates and poorer grade performance in online classes, when compared to underrepresented students enrolled in hybrid and in-person courses. (Gladieux and Seidel, 1999; Houska and Hopf, 2006; Nowell, 2007; Figo, Rush, and Yin, 2010; Xu and Jaggers, 2012, 2013, 2014)

The Practice
I implemented transparent instruction methods and problem-centered assignments in PSC 302-Research Methods and Statistics, and used a quasi-experimental design with a focus on underserved students at UNLV to demonstrate that transparent instructional methods do improve outcomes for UNLV students in online courses.

UNLV is currently ranked first among U.S. universities in the US News and World Report’s Best University for Ethnic Diversity (U.S. News, 2017). Given the University’s commitment to educating low-income, under-represented minority, and underserved college students, UNLV functioned as an ideal site for data collection.

Study Design
The data for this study come from a convenience sample of students from the political science course, PSC 302-Research Methods and Statistics taught at the University of Nevada, Las Vegas across four consecutive semesters, 2015-2017.

- When online course instruction utilizes transparent teaching as a holistic course model, there is significant improvement in students’ performance in the online course. (Gladieux and Seidel, 1999)

- Further, the learning outcomes for students in the transparent virtual classroom are comparable to the learning outcomes for students in the face-to-face classroom (Figo, Rush, and Yin, 2010).

- The adoption of transparent, problem-centered assignments improves the learning outcomes for underserved students at the introductory level, and decreases the rate of attrition among the student population with the highest risk of dropping out (Winkelmes et al., Peer Review, 2016).

Evidence this practice benefits UNLV Students

Resources and where to find them
- Transparency in Learning and Teaching in Higher Education: https://www.unlv.edu/provost/teaching
gandlearning
- Sample assignments, materials and resources: https://www.unlv.edu/provost/transpar
cency/tlt-higher-ed-examples-and-
resources
- Online Education: https://online.unlv.edu

Online curricula in higher education can benefit greatly from the adoption of transparent teaching methods in order to improve student performance, especially for students from underrepresented and underserved groups.

UNLV teachers can share the Transparency Framework with students to help frame conversations about the required academic work in a course.

UNLV teachers can also use the transparent approach to design their courses and syllabi around the purposes, tasks, and criteria for students’ work, demonstrating how coursework benefits students’ long-term knowledge acquisition and skill development in ways that are useful to students long after the course is completed.

REFERENCES:
Web Based Classroom Management Enhanced by Personalized and Experiential Learning

Practice & Need

Purpose
The purpose of this practice is to promote experiential and personalized learning in online instruction.

Most online courses at UNLV use the same generic banners, backgrounds, and themes for all students, with no personalization.

In my courses, I create personalized materials that incorporate photos and images that students choose, so they get to know each other and see themselves as members of the course community.

I allow for my students to personalize contents in their assignments. It is motivational and they spend more time exploring educational resources that fit their interests. Is different, daring and diverse.

Even my course is online, I give my students opportunities to experience real practices to link to the theories they learn. They process and compare concrete and abstract concepts to deeper understand and learn.

Keywords: web based instruction, experiential learning, personalized learning

Benefits for Students

Existing Research:
- Personalized discussion boards increase interaction of students in web-based environments (Skylar, et al., 2005).
- When the online system integrates the subject, the object, and instruments into a unified whole, students benefit (Lave, 1993).

My Observations:
1. Create culturally responsive practice. Students are different, daring, and diverse.
2. Students feel welcome every time they enter the course.
3. Sense of belonging to the group promotes academic progress.

STUDENT FEEDBACK
I asked my students if I should make a banner for the next class, they said...

"Make the banner, I really enjoyed putting a face to the names of people in class “

"I think this is a great way to introduce all of the students to each other an remind us all that we are in this together an together we can use our strengths to assist us with our weaknesses."

"Nice to see faces, made it more familiar and welcoming."

"Loved it, nice to see faces, makes it feel more like a community."

Resources
Below are some examples of personalized materials I build and use for my online course. I create the banners using Microsoft Office Word. Request a handout of this poster presentation or make an appointment to learn how to do your course banner.

Link: http://bit.ly/2qIXaM6
Email: catt@unlv.nevada.edu

Personalizing the Assignments

Concepts:
- Active experience
- Reflection
- Observation
- Concrete conceptual
- Symbolic symbolic
- Reflective
- Transformative
- Concrete conceptual
- Symbolic symbolic

References:

UNLV Best Teaching Practices Expo 2018
Author: Cecilia Tuman, M.A., and M.Ed., College of Education

Experiential & Personalized Strategies for Teachers

Welcoming Banner
Students introduce themselves in an opening discussion with a photo and statement of their course goals. These are used by the instructor to create a course banner. This helps online students know each other and get along each time they enter the course. Seeing themselves (and their classmates) helps them to engage with the material and to collaborate with classmates.

HOW TO CREATE THE BANNER
1. Download all photos on the desktop
2. Open a Word document
3. Click on INSERT
4. Chose SmartArt ➔ Picture ➔ Shapes
5. Drag & drop photo in selected shape
6. Write student names & course info
7. Take a screen shot & save as a jpg
8. Insert in your WebCT course
Agile Instructional Design for Learning: A Case Example of Agile Master Course (AMC) Development

**Background and Purpose**

Today’s higher education institutions need to “produce quality and relevant learning materials, capable of being reused and adapted in different learning situations” (Arimoto & Barroca, 2015). Agile principles and practices are being used by instructional design teams and are geared toward being adaptive and creative.

**Concept**

**One** developed master course and facilitators guide
- Agreed upon course objectives
- Suggested course materials
- Suggested perspectives and examples to utilize
- Suggested implementation model

**Three** possible instructional modalities
- Face to Face (F2F)
- Hybrid (HY)

**Benefits of Agile Instructional Design Approach**

1. Produces consistent high quality instruction and learning deliverables in multiple modalities.
2. People-centered.
3. Encourages and prioritizes effective collaboration and involvement of users (e.g., learners, faculty, etc.) in the development.
4. Allows colleges choices in course delivery (F2F, HY, WB).
5. Focuses on learners and their interactivity with the course.
6. Allows for greater collaboration and flexibility.

**Resources and where to find them**

**Articles**


**Adoption**

- A pilot Agile Master Course (AMC) is being developed with School of Public Policy and Leadership
- The pilot AMC will consist of 10 modules with instructional materials and activities for traditional in-class, hybrid, and full online format
- The pilot AMC utilize the adaptability and flexibility of Canvas.

**Evidence this practice benefits UNLV Students**

- AMCs improve student engagement and retention
- Agile methods promote continuous improvement and adaptation

**How other UNLV teachers might adopt this practice**

- Incorporate Agile principles into existing courses
- Collaborate with instructional designers to pilot Agile approaches

**UNLV Best Teaching Practices Expo 2018**

Yeonsoo Kim, Ph.D., Heather Whitesides, Ph.D., Office of Online Education

**UNLV University of Nevada, Las Vegas**
Photo Assignments: An Exploration of Student Retention Rate

Student Retention: The Freshman Seminar

In an attempt to increase student retention and graduation rates, many colleges and universities have some sort of freshman course, or first-year seminar that serves to introduce students to college life. The course also helps students transition from high school.

Students are taught things to help them establish and maintain a good GPA, how to study, take good notes, and more. They are also taught that getting involved with the college community through clubs, associations, student government, and other groups, is also an important part of the college experience.

Borrowing ideas from the visual learning field, this project focuses on student involvement and experiencing college life. The way visualization plays a role in enhancing student involvement and attaining university retention goals is explored.

Implementation of these ideas beyond the Freshman Seminar in a variety of courses would provide additional qualitative data on retention.

Theoretical Evidence

Visual learning and the way it enhances memory, emotion, and cognitive abilities is at the center of this project.

The dual-coding theory shows that supplementing verbal knowledge with visual imagery enhances memory (Pavlov, 2014). If memory is the retention of knowledge, can photos, as forms of visual information, enhance student experiences, connections, and serve as indicators of retention?

Q: Why use photos for more of our educational endeavors?
A: Because the majority of our students are visual learners and their brains are primarily processing visual data as the charts below show.

Implementation of Photo Assignments

To assess the effects of student engagement on retention rates, the course examined a specific strategy: video assignments. In a study conducted by Lawrence Mullen, Ph.D., School of Public Policy and Leadership, video assignments demonstrated a significant impact on student retention rates.

Resources and where to find them

Photographic Opportunities Around Campus

These photos were taken by students for assignments in the GSC 100 course. They are used with their permission.

The Photo Assignments and Implications for Retention

A recently taught First-Year Seminar course included several assignments that got students out of the classroom and into the university environment for events such as Homecoming, Career Fairs, Civic Engagement Events, and explorations of the campus. As part of these assignments, students were asked to take photos at the events and write about them. Because all students have a cell phone with a built-in camera, these assignments were possible. If a student didn’t have a cell phone with camera capabilities, alternatives were prepared, but this was never an issue.

Except for the number of photos to submit for each assignment, requirements were kept to a minimum. Students, in other words, were given maximum freedom to frame their photos, to decide on content, and use their phone camera software however they wanted. The photos students submitted for these assignments were interesting not only for their style, but for what they said about the ways first-year students approach and engage college life and the events, things, and people that are part of it. In other words, the photos “say” something about how students “see” themselves in relation to college.

Possible avenues for the visual measurement of retention rate:
• Do students include people in their photos and if so, does this indicate a greater possibility for retention than students who shy away from photographing other people?
• Do long shots show a distancing of the student from college life as opposed to close-up shots?
• Do selfies indicate that a student thinks of him/herself as a part of what they are imaging, thus a part of UNLV?

References and Additional Material


UNIV University of Nevada, Las Vegas

Thursday, January 18, 2018
12:00 - 1:30 pm
Student Union Ballroom
Visualization for Spatial Comprehension

The practice and the need it addresses

**Spatial Instruction Challenge**

Mapping and understanding spatial data are fundamental necessities for geographers, yet challenging for many students (Rapp et al. 2007)

I. Representational correspondence (Ability to find locations on a map)
II. Configurational correspondence (Ability to ID relationships among objects on a map and the real world)
III. Directional Correspondence (Ability to align a map with directional reality in the real world)

**Augmented Reality Sandbox**

I developed an innovative augmented reality sandbox to help students connect form with representation on an enhanced and interactive sand surface
- Manipulated by students (hands-on)
- Vivid projection of colorful topographic map on sand surface in real-time
- Computer-Run simulation software, Xbox 360 Kinect and projector

**Spatial Struggle**

Graduate Assistant Response

“Every student showed enthusiasm... This made teaching the lab a much better experience... answering questions and watching them enjoy geography.”

Student Response

What was the most difficult part?
- “... stopping playing with the sandbox.”
- “Nothing. We enjoyed the exercise.”
- “It was easy to use.”

Making it engaging and employing 3D representation is known to assist with spatial instruction and learning (Rapp et al. 2007)

**Incorporating Visualization in Instruction Across Disciplines**

- Use existing visualization techniques
  - Google Earth
  - ArcGIS Explorer
- Data graphing programs, iterations illustrating change over space and time
- Construct your own use-specific tool
  - Physical materials like images, objects or models
- Other digital programming
  - Social-science example (poverty):
    [https://www.one.org/us/2014/05/20/12-data-visualizations-that-illustrate-poverty-honest-challenges/](https://www.one.org/us/2014/05/20/12-data-visualizations-that-illustrate-poverty-honest-challenges/)

**BYO AR Sandbox**

UC Davis KeckC A V E S

**Bringing Visualization Techniques to the Students**

Consider where the students might benefit from an interactive and hands-on experience with visualization for learning.

Our sandbox visualization unit was designed to be mobile to come to the students on a wheeled base, with a laptop and a overall design to allow for easy entry and exit from most classrooms.

**Types of Applications for an Augmented Reality Sandbox**

- Recruitment and promotion of sciences
- Enhancement of student engagement
- Topography education (contour lines)
- Landform studies
- Mass wasting events
- Rainfall and runoff simulations
- Stream flow simulations
- Watersheds and catchment areas

**Broader Applications of General Visualization Techniques**

Use of visualization techniques, particularly the interactive technologies of augmented and virtual realities opens new educational opportunities to address curricular deficiencies and enhance engagement.

- Addresses separate spatial abilities
- More natural and "easy" interaction
- Disruptive pedagogy and engaging th...
## Faculty Development Events, Spring 2018

For an updated calendar, and to register for events: [https://www.unlv.edu/provost/idr/events](https://www.unlv.edu/provost/idr/events)

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/19/2018</td>
<td>Faculty Mentoring Group with Kwang Kim</td>
</tr>
<tr>
<td>02/02/2018</td>
<td>Fostering Student Engagement in Lectures: Faculty and Student Panel</td>
</tr>
<tr>
<td>02/02/2018</td>
<td>Faculty Mentoring Groups with Professor Robert Futrell</td>
</tr>
<tr>
<td>02/09/2018</td>
<td>Increasing Student Interaction and Engagement in Online Classes</td>
</tr>
<tr>
<td>02/14/2018</td>
<td>Workshop: Successful Assignments, Group Projects, Learning Activities</td>
</tr>
<tr>
<td>02/15/2018</td>
<td>Faculty Mentoring Groups with Professor Jennifer Keene</td>
</tr>
<tr>
<td>03/07/2018</td>
<td>Faculty Mentoring Groups with Professor Doris Watson</td>
</tr>
<tr>
<td>03/09/2018</td>
<td>Online Lessons Learned Lunch</td>
</tr>
<tr>
<td>03/20/2018</td>
<td>Faculty Mentoring Groups with Professor Francine Lipman</td>
</tr>
<tr>
<td>04/04/2018</td>
<td>Developing More Community Engagement in Your Course: Panel</td>
</tr>
<tr>
<td>04/05/2018</td>
<td>Faculty Mentoring Groups with Professor Katherine Hertlein</td>
</tr>
<tr>
<td>04/18/2018</td>
<td>Academic Achievement Awards Ceremony and Reception</td>
</tr>
<tr>
<td>04/19/2018</td>
<td>Community Based Participatory Research: Panel Discussion</td>
</tr>
<tr>
<td>04/23/2018</td>
<td>Faculty Mentoring Groups with Professor Debra Martin</td>
</tr>
<tr>
<td>05/02/2018</td>
<td>Faculty Mentoring Groups with Alfredo Fernandez-Gonzalez</td>
</tr>
<tr>
<td>05/14/2018</td>
<td>Teaching Efficiently Online</td>
</tr>
</tbody>
</table>
UNLV Best Teaching Practices Expo 2018
Thursday, January 18, 2018
12:00 - 1:30 pm
Student Union Ballroom
Teaching Toward Top Tier

UNLV will foster a climate of innovation in which faculty and students produce high-quality, widely disseminated, and influential research, scholarship, and creative activities.

UNLV will be a national leader in education and will promote excellence in teaching undergraduate, graduate, and professional school students. We will recruit, retain, and graduate a diverse body of motivated students through the strength of our innovative learning experiences, access to mentoring and research opportunities, and our vibrant campus community. Our highly qualified master’s students, doctoral students, and professional students will distinguish themselves and UNLV through their contributions to research, the professions, and the arts.

UNLV’s School of Medicine, in collaboration with other health-related units on campus and with external partners, will foster cutting-edge research, use a creative curriculum, and provide top-notch clinical programs.

UNLV will stimulate economic development and diversification in, and enrich the cultural vitality of, our community by deepening and expanding reciprocal connections with our partners and leveraging our unique strengths to collaborate locally, nationally, and internationally.

To accomplish the other four goals, UNLV will continually develop and leverage the conditions necessary for success, which will include an effective organizational structure, a state-of-the-art infrastructure, a service-oriented culture, meaningful faculty engagement in shared governance, and the capacity for informed decision-making and informed risk-taking.

For more information visit unlv.edu/toptier.