1-19-2018

UNLV’s Best Teaching Practices Expo 2018

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

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UNLV BEST TEACHING PRACTICES EXPO 2018

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
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:

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- 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
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
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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
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

### PRESENTER  COLLEGE, SCHOOL, UNIT  POSTER TITLE

| CDAE | CAREER PREPARATION |
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| Daniel R. Siciliano, Lecturer | Accounting, Lee Business School | Internships for Accounting Students | 6 |

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Electronic copies of posters will be available at: [www.unlv.edu/provost/idr/best-practices](http://www.unlv.edu/provost/idr/best-practices)
## UNLV Best Teaching Practices Expo 2018

**Thursday, January 18, 2018**

**12:00 - 1:30 pm**

**Student Union Ballroom**

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Electronic copies of posters will be available at: [www.unlv.edu/provost/idr/best-practices](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.

For-Credit Internships

The growth in for-credit internships is related to educating the students in their first upper division class of the benefits that internships provide. Benefits to students include earning competitive pay, obtaining credit for an accounting elective, developing an increased understanding of accounting careers, and building their resume. The internship coordinator meets with students at the beginning and middle of their internships to make sure the internship is going well. Employer feedback and evaluation of student performance is obtained at the end of the internship. Areas of improvement are incorporated into the accounting curriculum (Excel, written communication).

Resources

https://www.unlv.edu/accounting/internship

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 LinkedIn profiles.
https://www.unlv.edu/business/career-services

Email blasts to all accounting majors. Once an employer contacts the Internship Coordinator with a qualifying job, a summary of the job and application process for the job is sent to all accounting majors. Interested students apply directly with the company.

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

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<th>The need for service-learning criteria</th>
<th>UNLV service-learning criteria</th>
<th>Available resources</th>
<th>How other UNLV teachers might adopt this practice</th>
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<tr>
<td>Establishing criteria...</td>
<td>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.</td>
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<tr>
<td>Helps distinguish this important pedagogical tool from other practices</td>
<td>2. The community need being addressed is clearly defined, preferably by the community (or community partner) itself.</td>
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<tr>
<td>Begins to define best practice</td>
<td>3. The service-learning experience(s) or associated assignments must directly contribute to the student's course grade.</td>
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<tr>
<td>Enables focused training and</td>
<td>4. At least one course learning outcome is achieved through the service-learning experience.</td>
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<tr>
<td>development opportunities for faculty</td>
<td>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.</td>
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<tr>
<td>Enables the institution to track</td>
<td>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.</td>
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<td>service-learning practice across the curriculum for the first time</td>
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It advances...

- UNLV’s goal of pursuing the 2020 Carnegie elective classification in community engagement
- UNLV’s Top Tier initiative

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**UNLV Best Teaching Practices Expo 2018**

Rian Satterwhite – Service Learning and Leadership

**UNLV** University of Nevada, Las Vegas

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"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

Heffernan, 2001

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**Available resources**

- Our website: [www.unlv.edu/service/servicelearning](http://www.unlv.edu/service/servicelearning)
- Catalogue section LC220 in the Leid library
- "Service-learning in the Disciplines" book series by Stylus

**Moving towards best/innovative 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 – 12:1-30 pm (SU209)
    - + more
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<td><strong>Impact on Students</strong></td>
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<tr>
<td>Students have the opportunity to practice what they are learning in class through experiential education.</td>
</tr>
<tr>
<td>This real-life experience makes students more aware of issues/needs in the community.</td>
</tr>
<tr>
<td>Students develop a sense of responsibility to address those issues/needs.</td>
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<tr>
<td>Some students realized that being a medical interpreter is a career they might be interested in pursuing.</td>
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**Student Response**

“Overall, I was pleased with the experience because it allowed me to gain valuable insight that a classroom cannot necessarily offer.”

“This was my first time volunteering at the clinic, and I can definitely say it was a real big learning experience. I have never done anything like this before or anything even remotely close, so I really had no idea what to expect...”

“This volunteer experience allowed me to learn a ton of new terms and reinforced all that I was learning in the classroom. It was nice to take the new concepts I was learning in class and apply them practically at the clinic.”

**Institutions who implement Service Learning methods**

- University of Nevada Las Vegas
- Carnegie Mellon University
- The George Washington University
- Honey W. Nashman Center for Civic Engagement and Public Service: Service Learning Projects
- University of Nebraska Omaha
- P-16 Initiative Project
- University of Southern Indiana
- University of Central Arkansas
- University of Wisconsin-Eau Claire

**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/)
- National Institute of Justice - Racial Profiling

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

## Selected bibliography

## 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

---

## Evidence this practice benefits UNLV Students

## Resources and where to find them

## How other UNLV teachers might adopt this practice

---

## 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

---

## Contact information
erika.abad@unlv.edu
@prof_eabad (Twitter & Instagram)
### Are Dogs Better Than Cats?: Teaching Oral & Written Persuasion Skills

**UNLV Best Teaching Practices Expo 2018**  
Thursday, January 18, 2018  
12:00 - 1:30 pm  
Student Union Ballroom  

**Dr. Sara Mathis, Department of Communication Studies**

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<th>Resources and where to find them</th>
<th>How other UNLV teachers might adopt this practice</th>
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| **Rationale:** First generation students often come into UNLV underprepared for the rigors of speaking and writing. Student’s success in their courses and future careers depend on their abilities to persuade through oral and written skills. | **First-generation students:** Approximately 60% of freshman enrollees across Southern Nevada are first generation students of varying skill levels. The C-E-R model can be scaffolded for all writing and speaking levels. This is beneficial because professors can meet students at the level they are at and use the model to advance their skills. | **Readings on C-E-R:**  
www.activatelearning.com/claim-evidence-reasoning/  
This works for any area of study, humanities to the sciences, where the instructor wants their students to develop sound, researched, reasoned arguments that can be used to persuade a reader or audience. |
| **Tool: C-E-R Model**  
The Claim-Evidence-Reasoning model asks students to:  
1) **Make a Claim:** A statement of a student’s understanding about a phenomenon. (Thesis and Topic Sentences)  
2) **Provide Evidence:** Use sufficient, appropriate, and scholarly research to support claim. (Supporting Examples)  
3) **Demonstrate Reasoning:** Tie together the claim and the evidence through reasoning by example, analogy, authority, cause, or correlation. (Justification) | **Teacher Observations:**  
#1: Students distinguish better between informative speaking/writing vs. persuasive oral/written skills.  
#2: Arguments made by students are more complete, logical, and thorough.  
#3: Students make more sophisticated arguments.  
#4: Students feel more confident turning their opinions into arguments. | **Instructions:**  
Use a fun warm up exercise like the murder mystery called Slip or Trip?  
Students make a claim about who the killer is, find evidence for that claim, and develop reasoning that demonstrates how the evidence supports the claim.  
THEN  
1. Develop an argument that is researchable, relevant to your subject area, but simplistic.  
2. Write a main claim, 3 sub claims, 3 pieces of evidence that match your subclaims, and then 3 summaries of the reasoning for why the evidence supports the claim.  
3. In large font, type the claims, evidence, and reasoning onto separate sheets of paper. Shuffle the order and make 1 copy for each group. Gather packets and tape.  
4. Ask students to find overall claim and tape it to the wall, then ask them to find sub claims, match evidence, and reasoning until they have built a visual outline on the wall. See column 1 for how to develop the visual on the wall. | **Adaptations**  
Based on type and skill level of your class.  
**Consider using:**  
1. the same argument for every group so that you can help students work through each step and talk through the processes at the basic level.  
2. different arguments for each group so they follow the instructions, but must concentrate on building their own argument. Then each group can debrief how they put their argument together.  
3. incomplete packets delivered to each group. The students will try to piece together an argument, but realize that they have partial arguments. The students must figure out that they need to work together to formulate a complete argument. (This is called the Jigsaw and should be used for more complex arguments). |

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**Example:** Students take an instructor made outline of a persuasive essay or speech and through reverse engineering, build the argumentative components into a visual outline.

<table>
<thead>
<tr>
<th>Dogs Make Better Pets Than Cats</th>
<th>Sub Claim</th>
<th>Sub Claim</th>
<th>Sub Claim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub Claim</td>
<td>Evidence</td>
<td>Evidence</td>
<td>Evidence</td>
</tr>
<tr>
<td>Sub Claim</td>
<td>Sub Claim</td>
<td>Reasoning</td>
<td>Reasoning</td>
</tr>
<tr>
<td>Evidence</td>
<td>Evidence</td>
<td>Evidence</td>
<td>Evidence</td>
</tr>
<tr>
<td>Reasoning</td>
<td>Reasoning</td>
<td>Reasoning</td>
<td>Reasoning</td>
</tr>
</tbody>
</table>

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**Source**  
The entire assignment is available at:  
or contact Sara Mathis at sara.mathis@unlv.edu

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**UNLV University of Nevada, Las Vegas**
ENHANCING STUDENTS’ LEARNING WITH
WORD-GAMES: A CASE OF HOSPITALITY OB CLASS

Cass Shum, William F. Harrah College of Hospitality

The practice and the need it addresses

Challenges of vocabulary
- Learning a new subject involves learning and memorizing a new set of vocabulary (Parry, 1995), a challenge for an increasingly international student population (e.g., Barron & Arcodia, 2002; McDowell, 1998; Zimmermann, 2009).

- Learning new vocabularies in a language that is not their first language is especially difficult for students (Huckin, Haynes, Coady, 1995). A failure to facilitate these students to learn the terminology
  - hurts their academic performance (Senko & Harackiewicz, 2005),
  - threatens their satisfaction and adaptation (Zimmermann, 2009),
  - lowers their interest in the subject (Lyons, 2007),
  - causes low retention/completion (Zepele & Leach, 2005).

Word games
- Games I used:
  - Cross-word puzzle
  - Scramble word game
  - Decoding word game
- How to make it fun and interesting?
  - Use them as a revision test
  - With low stake (62.5% of grade)
  - In team-based (1 submission per team)
  - Encourage collaboration
  - Open-book/cheat sheet allowed
  - With 25-30 questions per test
  - Each team is a different game
  - 45-60 minutes per game
  - Provide immediate feedback

Evidence this practice benefits UNLV Students

Benefits of word games
- The use of word games can increase students’ interest in the subject-matter (e.g., Feinstein, Mnn. & Costan, 2002; Jonathan, Jonah, Michael, & Caroline, 2006)
- Enhance the growth of vocabulary (Haggard, 1986; Brown, 1995)
- Providing cues, such as a number of characters and possible characters helps students recalling the vocabulary (Dubin & Olshin, 1993), minimizes perceived difficulties, increases students’ learning-efficacy and performance (Schunk, 1991).

UNLV Evidence
- 102 OB students agreed to a response to the survey (response rate – 50%)

Measures:
- Interestingness (“How much you like this course assessment.” “How much you agree that the following course assessments are fun”)
- Usefulness (“How much you agree that the following course assessments help you to understand the OB concepts” and “How much you agree that the following course assessments allow you to learn how to apply OB concepts”)

Results:
- Two word-games did not differ in terms of interestingness and usefulness
- Word games are more interesting than multiple-choice questions
- The perceived usefulness is lower for word games than for multiple-choice questions
- Non-English speaking students have more difficulties in completing the word games than English speaking questions
- Better memorization of key terms
- Improved examination performance

Student comments:
- “Tests were more creative then the normal short answer or scantron format.”
- “Tests were great.”
- “Tests were made in a fun way”
- “Group tests were active, fun, and engaging.”
- “Tests directly reflected the material”

Resources and where to find them

Crossword puzzle

Hidden word puzzle

Decoding game

How other UNLV teachers might adopt this practice

When to use a word game?
- Word games work best for class when
  - Your class has a lot of terminology
  - Remember those terminology is a key part of the class
  - Students have difficulties remembering the terminology

Challenges of using word games
- Word game is time-consuming: around 1 hours for each 30 questions game
- Creating and grading a word game is more difficult than multiple-choice questions
- Clear instruction is needed as students are unfamiliar with this type of assessment
- Word games are better at lower level learning objective (e.g., remember, understand) than higher level learning objective (e.g., apply, analyze, evaluate, create)

More games ideas can be found at
http://www.edu-games.org/

UNIV University of Nevada, Las Vegas
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):

  - 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.

- Small groups can benefit from practicing the “4Cs” skills that will continue to be important in the 21st century (NEA, 2017):
  - Critical thinking
  - Communication
  - Collaboration
  - Creativity

For information on breakout box activities:

Website: http://breakout.edu

Article: Breakout EDU Brings “Escape Room” Strategy to the Classroom (SLJ Review, Sept. 2016)

Article: An Educator’s Guide to the 4Cs (NEA, 2017)
http://www.nea.org/tools/52217.htm

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

UNLV University of Nevada, Las Vegas
Developing a Teaching Philosophy Statement

The practice and the need it addresses

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 effective faculty and school population offers potential implications in future interdisciplinary student achievement, creative action, and fostering community partnerships.

Evidence this practice benefits UNLV Students

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

Resources and where to find them

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:
http://gradschool.cornell.edu/pathways-success/prepare-your-career/career-guide/teaching-philosophy-statement

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

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Teaching and Learning, UNLV

Example from University of Minnesota:
https://cei.umn.edu/support-services/tutorials/writing-teaching-philosophy
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).

**Class Discussions:**
- There is a dearth of literature on how instructors should lead discussions about common readers 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.

**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.

Direct assessment of student work samples using AAC&U VALUE Rubrics indicate
- FYS students performed at a first-year level and SYS students performed above a second-year level for critical thinking.

**Research:**
Nussbaum et al. (2016) investigated three sections of an undergraduate Second-Year Seminar that used different forms of AVDs to enhance critical thinking and argumentation.
- Initial results suggest the use of AVDs with questions designed to help students evaluate arguments positively affected student essays.

**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

<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>Self-Assessment</strong></td>
<td><strong>Student Perspectives</strong></td>
<td><strong>FOCUS 2</strong></td>
<td><strong>Curriculum</strong></td>
</tr>
<tr>
<td>• &quot;...the process of reflecting on and evaluating your personal characteristics...&quot; (Cuseo, Fecas, &amp; Thompson, n.d., p. 28)</td>
<td>• 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: &quot;Helped me reflect on my values, interests, and personality&quot; &quot;Opened me to different parts of myself&quot; &quot;Gave me a list of majors that reflected my personality&quot; &quot;Reminded me of some of my personal traits&quot;</td>
<td>FOCUS 2 is an online self-assessment tool used for career/major exploration</td>
<td>• 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.</td>
</tr>
<tr>
<td>• 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.</td>
<td></td>
<td></td>
<td>• 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.</td>
</tr>
<tr>
<td><strong>Introspection and Metacognition</strong></td>
<td></td>
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<tr>
<td>• Students may identify their abilities, strengths, preferences, challenges, perspectives, worldviews, and backgrounds</td>
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<tr>
<td><strong>Examples</strong></td>
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<tr>
<td>• FOCUS 2, Myers-Briggs Type Indicator</td>
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<tr>
<td>• Essays on one’s own cultural influences, values, identity, or perspectives</td>
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</tr>
</tbody>
</table>

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. Giannousos (Eds.), Achieving success: A guide for college and life (second edition) (pp. 7-37). Dubuque, IA: Kendall Hunt Publishing Company (9781465229692)

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

<table>
<thead>
<tr>
<th>Library instruction for undergraduate students</th>
<th>Evidence this practice benefits UNLV Students</th>
</tr>
</thead>
</table>
| 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:  
  • Developing researchable questions  
  • Finding information  
  • Using information effectively and ethically to create new knowledge | Results from a multi-institution study  
47,012 first-year students from twelve institutions were part of the 2014-15 data set. Of those students, 25,327 had library instruction. |

A study led by UNLV and including research universities from across the United States is investigating the following questions:
1. What effect does library instruction have on the retention of college students?
2. What effect does library instruction have on the academic success of college students?
3. What is the impact of specific library instruction methods on the retention and academic success of college students?

Types of library instruction interactions studied include:
• Face to face library instruction  
• Online tutorial or research guide  
• Librarian worked with instructor to design research assignment

Results from a multi-institution study

Compared with the control group of students who did not have a library instruction interaction, very significant results were found in three areas:
• Library instruction is highly associated with student retention from fall to fall for first-year students.  
• First-year GPA for students who had library instruction was 0.02 points higher than students who did not (p=0.009).  
• These students can be expected to complete 1.8 more credit hours than those who did not have library instruction (p = 7.69E-102).

Talk to a librarian

https://www.library.unlv.edu/services/instruction

Request library instruction for your course

Ask a librarian for feedback on a research assignment you intend to give students

Attend a Faculty Institute at the library

Tips for designing research assignments

• Plan to help students develop the knowledge and skills they need for academic research. Don’t assume they already know how to do it.  
• Set clear expectations and guidelines for the assignment. Provide annotated examples or models of successful projects.  
• Define terminology and use it consistently (e.g., peer reviewed/scholarly/refereed).  
• Clarify what you mean by web/internet/online sources  
• Provide opportunities for students to evaluate their sources, either in reflective writing or in an annotated bibliography.  
• Recognize – and teach students – that research is a process. Help students break it down into incremental parts.  
• Consult with a librarian, and encourage your students to have research consultations as well.  
• Schedule a library instruction session.

Contact Information:
Melissa.Bowles-Terry@unlv.edu  
702-895-2121  
Lied Library, UNLV

UNLV University of Nevada, Las Vegas
Tea-Searching with Undergrad & Grad Students: Moving Beyond the STEM Fields

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 at-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 Shanghai Disneyland and were asked to research Disney in China from a CAGE Model perspective (Cultural, Geographic, 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 admins from around the U.S. More than 30 interviews were completed, transcribed, coded, and analyzed. Findings for RQ1 were presented at ACPR 2017 and RQ2 at EQRC 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 in 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, IRB, review, research design, observations, interviews, coding, analysis, and results. Presentations at EQRC 2015 and EQRC 2016. Scholarly publications are currently in progress.


Working Groups as Classroom Management Style

Improving student confidence, satisfaction, and participation

There is a need at UNLV to improve student retention across disciplines, which can be done by improving students' confidence in their performance, improving their satisfaction with classes and their major selections, and providing welcoming and open spaces for participation and inclusion. To be “Different, Daring, and Diverse,” students need space to work out ideas with their peers, aided by the supervision and guidance of faculty members.

Spring 2017 pilot UNLV Students

BIOL 453 – Immunology: 15 minute homework time in pairs and small groups at the end of each class.
Students in the working groups class were more likely to self-report:
- Enjoyment of the class
- Greater interest in science
- Feeling more comfortable in class
- Positive perceptions of the course

Female students in the working groups class reported increased perceived self-confidence in science.

COM 409 – The Rhetorical Tradition: 15-20 minutes discussion about that day’s assigned readings
Students in the working groups class were more likely to self-report:
- Increased confidence sharing their opinions
- Greater ability to pay attention
- Increased ability to think for themselves
- Feeling less likely to fall behind in class
- A strong sense of community with their classmates

All differences were statistically significant at the p<0.05 level (less than a 5% probability that these results are due to chance).

Classrooms of any size, in any discipline can adopt this practice

Working groups is a classroom management style that can work in any classroom, in any discipline, of any size. Because the technique involves small group work, it provides an opportunity for everyone, even in large enrollment courses, to participate in discussion. Both BIOL 453 and COM 409 used working groups for 15-20 minutes each class, showing that the management style can be easily incorporated without consuming all, or even the bulk, of class time.

A STEM class can implement working groups similar to BIOL 453 by allowing students time to help each other (peer instruction) with homework and, importantly, connect with the instructor to clarify concepts and check comprehension of the day’s material before leaving the classroom.

A humanities class can implement working groups similar to COM 409 by allowing students to discuss that day’s readings in small groups before sharing ideas with the full class. This provides students a low stakes environment to work out their understandings with peers before sharing out, thus building confidence and fostering a classroom community.

UNLV University of Nevada, Las Vegas
Voluntary Web-Based Self-Assessment Quiz Use Improves Exam Performance, Especially for Learners with Low Prior Knowledge

Jennifer C. Utz and Matthew L. Bernacki
University of Nevada Las Vegas

Abstract

We examined students’ voluntary use of digital self-assessment quizzes as a resource for learning in a large anatomy and physiology lecture course. Students (N = 238) could use 16 chapter quizzes and four analog self-assessment quizzes to review and self-assess knowledge. Repeated use was uncommon (10%), as was lack of use (13%). Most students (75%) engaged in occasional use of self-assessment quiz items. Exam performance differed between repeated use (94%), occasional use (76%) and no use (72%) groups. Differences were greater among students who lacked prior knowledge of course topics. Quiz use improved performance more for low prior knowledge students, and differences increased over the semester. Overall, repeated users significantly outperformed occasional users (+7.5%) and non users (+11.5%) on course exams.

Methods

Data were collected from students (N = 238) enrolled in the Human Anatomy & Physiology course at UNLV during the Fall semester of 2015. The undergraduate population at UNLV is diverse, and students enrolled in the A&P course generally reflect the demographics of the larger population (Figure 1).

The A&P course has an associated Blackboard Learn (learning management system) course site where a variety of resources are available to students (e.g., video lesson objectives, lecture presentations, and self-assessment quizzes). Students were introduced to each course’s first lecture of the semester and utilized them on a voluntary basis thereafter. After the semester ended, we investigated the effect of self-assessment quiz use and prior knowledge on exam performance. Prior knowledge levels (tertiles: low, mid, high) were assigned based on a 30-item pretest given at the start of the semester that covered general biology content discussed in the prerequisite course. Students were also categorized into groups based on the number of self-assessment quiz attempts attempted (e.g., students in the “no use” group attempted 0 quiz items; students in the “occasional use” group attempted 1 item through 499 items; students in the “repeated use” group attempted 500 items or more). Data were analyzed via repeated measures ANOVA in SPSS; p < 0.05 was considered statistically significant.

Description of Self-Assessment Quizzes

All quizzes were composed of a mixture of multiple choice and True-False style questions. A pool of common question stems was created at the beginning of each chapter. Chapter quizzes contained 15 items randomly selected from this pool. Unit quizzes containing 40 items and a 100-item comprehensive quiz covering all chapters were also available. After submitting a quiz, students received feedback on the correct response as well as the corresponding section of the text.

Results

Exams 1 through 3 were unit exams composed of 50 multiple choice questions and two short answer questions covering the following topics:

- Exam 1: homeostasis, chemistry, cells, tissues, and intermediary metabolism.
- Exam 2: skeletal and muscular systems.
- Exam 3: clinical and veterinary, skeletal and muscular systems.

Exam 4 was a comprehensive final exam composed of 100 multiple choice questions. Forty questions covered material from the final unit (spinal cord, brain, autonomic nervous system, and special senses) while the remaining 60 questions covered material from the 3 previous units.

Key Findings

- A majority of students (87%) engaged in voluntary use of quizzes that were explicitly intended for self-assessment (i.e., not required, no questions duplicated on exams, no direct contribution to course grade).
- Student use of self-assessment quizzes had a significant effect on course exam performance, F(2, 229) = 6.89, p < 0.003.
- Students prior knowledge level had a significant effect on course exam performance, F(2, 229) = 18.18, p < 0.001.
- An interaction between self-assessment quiz use and prior knowledge level was demonstrated, F(2, 229) = 3.61, p = 0.008.
- Students who repeatedly used self-assessment quizzes scored 7.55% higher on course exams than students who occasionally used quizzes (LSO, p = 0.006).
- Students who repeatedly used self-assessment quizzes scored 11.92% higher on course exams than students who did not use quizzes (LSO, p < 0.001).

Summary and Implications

Human Anatomy & Physiology courses are notoriously difficult, and students often enter these courses unprepared. We investigated the effect of voluntary use of self-assessment quizzes on exam performance. We found that digital quiz use substantially improved exam performance, particularly for students with low levels of prior knowledge. This type of course enrichment could benefit students at many diverse institutions.

Practical Considerations

- Development and implementation of self-assessment quizzes requires a reasonable time investment from the instructor. Learning Management Systems (e.g., Blackboard, Canvas) can be utilized to provide learning supports in both large and small course settings as well as in person and online exam formats.
- Students entering the course with low levels of prior knowledge who repeatedly used self-assessment quizzes were able to “close the achievement gap”, earning final exam scores within 2% of peers who entered the course with high levels of prior knowledge.
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>

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

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
Evaluate 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).

Using Data to Make Decisions

### Add Interactive Elements to Videos Using H5P

<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>To increase student engagement, video materials can include interactive components.</td>
<td><strong>Reduce Cognitive Load</strong>&lt;br&gt;Signaling important details within videos and segmenting with bookmarks help novice learners focus on key details in videos. (Brame 2016)&lt;br&gt;<strong>Activate Learning</strong>&lt;br&gt;Interpolated Self-checks in videos have been shown to increase note-taking and reduce mind-wandering. (Szpunar 2013)</td>
<td><strong>H5P.org</strong>&lt;br&gt;Provides free accounts which can be used to author interactive videos. Their site has examples to help get started.&lt;br&gt;<strong>On-Campus Experts</strong>&lt;br&gt;The Office of Online Education creates interactive videos for online courses. They can help you get started.</td>
<td><strong>Get Started</strong>&lt;br&gt;Identify a video that you would like to add interactivity to. H5P works with Youtube and uploaded videos.&lt;br&gt;<strong>Login</strong>&lt;br&gt;Create a free account on H5P.org to begin creating interactive annotations and self-checks on your videos.&lt;br&gt;<strong>Create</strong>&lt;br&gt;Follow this tutorial to learn more about creating interactive content on top of your videos: <a href="https://h5p.org/tutorial-interactive-video">https://h5p.org/tutorial-interactive-video</a>&lt;br&gt;<strong>Embed</strong>&lt;br&gt;When you finish, copy and paste the HTML code into a page in WebCampus. H5P is compatible with Blackboard and Canvas editor.</td>
</tr>
</tbody>
</table>

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**Example**

A multiple-choice self-check quiz in a Computer Science video lecture.

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UNLV Best Teaching Practices Expo 2018  
Benjamin Root, Instructional Applications Programmer  
Office of Online Education  
www.unlv.edu/provost/idr
To HY or Not to HY: Benefit to Students & Faculty through Hybrid (HY) Courses

The practice and the need it addresses

Hybrid Courses
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.

UNLV Students Want*
“Post lectures online so I can look back at it for review for tests and midterms.”
“I love being given online homework/assignments.”
“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.”
“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

Research Findings
‘elearning 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).

Evidence this practice benefits UNLV Students

UNLV Best Teaching Practices Expo 2018
Heather Whitesides, Ph.D.
Yoonsoo Kim, Ph.D., SPHR
Office of Online Education
Email: online@unlv.edu
Phone: 702-895-0334

Resources and where to find them

Hybrid Toolkit
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.

Estimated Cost Saving**
~ Fewer cars on campus
~ 864 miles on vehicles
~ 40 hours commuting / $94 in gas saved
~ $158 – $292 Cost saved on child care
~ More opportunities for shifts at work and/or availability when applying to jobs

*Estimated for students coming to campus twice per week rather than four times over 18 weeks


How other UNLV teachers might adopt this practice

Steps Towards Developing a HY Course
1. Contact your department chair
2. Work with your departments scheduler
3. Build a course

Option A: Contact the Office of Online Education for assistance in building a course
Option B: Do it yourself

Retention, Progression, & Completion

Students continued advancement towards the completion of their academic program is the driving force behind the HY model. This model allows departments to offer more courses at the most desired times, which allows students to progress faster towards their pursuit of graduation.

UNLV University of Nevada, Las Vegas
Creative Student Engagement

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.

How do Piazza Reports and Statistics benefit UNLV Students?

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.)

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=j741r43dd0a&auth=8f23e2e
### Facebook Group in ACC 202

**Facebook Group**

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.

### 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.

### Evidence this practice benefits UNLV Students

### Resources and where to find them

### How other UNLV teachers might adopt this practice

### 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 need and the need it addresses

**Lecture Capture, Flipping, and Clickers**

**The Need:**
- Student Success - UNLV needs to improve retention
- Active Learning - Students prefer more active learning than lecture - use your class time for more active learning by flipping or using clickers
- Attendance - Improve attendance by adopting clickers

**The Practices:**
- Lecture Capture - Use UNLV's Lecture Capture tools allowing students to review your lecture as necessary after classes
- Flipping - Learn about using Lecture Capture tools to create content outside of the classroom, or reuse lecture captures
- Clickers - Use clickers (personal response systems) in your course to activate learning and improve attendance

## Benefits to Students

**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

"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.”

**Flipping** - Have your students review lecture materials at home, and do more active learning in the classroom

**Clickers** - improve attendance by adopting clickers and ensure your students are understanding materials

"students and faculty perceive clickers as facilitating student learning, and the data gathered in this study on student grades supports this perception."

## Evidence this practice benefits UNLV Students

## Resources and where to find them

**Resources**
- All these tools are supported by UNLV’s Office of Information Technology –
  - Clickers: [http://oit.unlv.edu/clickers/](http://oit.unlv.edu/clickers/)
  - Purchasing Clickers: [http://oit.unlv.edu/clickers/purchasing-your-clicker](http://oit.unlv.edu/clickers/purchasing-your-clicker)
  - Lecture Capture: [http://www.panopto.com](http://www.panopto.com)

## How other UNLV teachers might adopt this practice

## Adopting The Technology

**Contact OIT to arrange a consultation**

- **Lecture Capture**
  - Available to all faculty
  - Minimal prep time – teach the way you teach now
  - Lecture capture is automatically published to Learning Management System
  - Reuse materials to “Flip” your course

- **Clickers**
  - Available to all faculty, but students must pay for the clickers – approximately $50
  - You can allow students to use mobile devices, and just pay for software
  - Does take extra class time
  - Likely redesign course when adopting technology
  - Start small – then use more as you get more comfortable with technology, but try to use in every class period

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**UNLV University of Nevada, Las Vegas**
Instructional Methods That Improve Outcomes for UNLV Students in Online Courses

The practice and the need it addresses

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. (Gladiater and Sebald, 1995; Hoekstra and Hoff, 2005; Nassai, 2007; Figlio, Rush, and Yin, 2010; Xu and Joggers, 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 US 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, underrepresented minority, and underserved college students, UNLV functioned as an ideal site for data collection.

Evidence this practice benefits UNLV Students

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.

Figure 1.1: Mean Course Final Grade for PSC 302, Fall 2010 - Fall 2016

- 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.

- 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 (Winklehnes et al., Peer Review, 2016).

Resources and where to find them

- Transparency in Learning and Teaching in Higher Education: https://www.unlv.edu/provost/teachingandlearning
- Sample assignments, materials and resources: https://www.unlv.edu/provost/transparency/higher-ed-examples-and-resources
- Online Education: https://online.unlv.edu

How other UNLV teachers might adopt this practice

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:
- Naylor, C. S. (2007). Learner characteristics as predictors of online course completion among international technical college students. (Master’s dissertation). University of Georgia, Athens, GA.
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.”

“Love it, nice to see faces, makes it feel more like a community.”

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

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/2glXaM
Email: catt@unlv.nevada.edu

Personalizing the Assignments

Concepts:

Reference:


How to Create the Banner:

1. Download all photos on the desktop
2. Open a Word document
3. Click on INSERT
4. Choose 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)

Evidence this practice benefits UNLV Students
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.

An Agile Learning Design Process (Example)

UNLV Best Teaching Practices Expo 2018
Yeonsoo Kim, Ph.D., Heather Whitesides, Ph.D., Office of Online Education

UNLV University of Nevada, Las Vegas
### 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.

### Photo Assignments: An Exploration of Student Retention Rate

#### The practice and the need it addresses

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.

### 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.

- Photo of an Involvement Event
- Selfie in the Bicen Garden
- Career Day Event in the Plaza
- Selfie Inside Beck Museum
- Greek's Event in the Student Union
- Photo of a Senior Event

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

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 event 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, 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 parts 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 or herself as a part of what they are imaging, thus a part of UNLV?

### 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 event 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.

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Visualization for Spatial Comprehension

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

### 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/

### BYO AR Sandbox
UC Davis KeckCAVES
https://arsandbox.ucdavis.edu/

### 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
## 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</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>
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<tr>
<td>04/04/2018</td>
<td>Developing More Community Engagement in Your Course: Panel</td>
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<tr>
<td>04/05/2018</td>
<td>Faculty Mentoring Groups with Professor Katherine Hertlein</td>
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<td>04/18/2018</td>
<td>Academic Achievement Awards Ceremony and Reception</td>
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<td>04/19/2018</td>
<td>Community Based Participatory Research: Panel Discussion</td>
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<td>04/23/2018</td>
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<td>05/02/2018</td>
<td>Faculty Mentoring Groups with Alfredo Fernandez-Gonzalez</td>
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<td>05/14/2018</td>
<td>Teaching Efficiently Online</td>
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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, 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.