

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

 Part of the [Education Commons](#)

Recommended Citation

Winkelmes, Mary-Ann, "UNLV's Best Teaching Practices Expo 2018" (2018). *UNLV Best Teaching Practices Expo*. 50.

https://digitalscholarship.unlv.edu/btp_expo/50

This Poster is protected by copyright and/or related rights. It has been brought to you by Digital Scholarship@UNLV with permission from the rights-holder(s). You are free to use this Poster in any way that is permitted by the copyright and related rights legislation that applies to your use. For other uses you need to obtain permission from the rights-holder(s) directly, unless additional rights are indicated by a Creative Commons license in the record and/or on the work itself.

This Poster 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.

Instructional Development & Research presents:

UNLV BEST TEACHING PRACTICES EXPO 2018



Josh Hawkins/UNLV Photo Services

UNLV

OFFICE OF
FACULTY AFFAIRS

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

UNLV Best Teaching Practices Expo 2018

Thursday, January 18, 2018

12:00 - 1:30 pm

Student Union Ballroom

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*

UNLV Best Teaching Practices Expo 2018

Thursday, January 18, 2018

12:00 - 1:30 pm

Student Union Ballroom

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

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

Electronic copies of posters will be available at: 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

PRESENTER	COLLEGE, SCHOOL, UNIT	POSTER TITLE ** Distinguished Poster Award * Honorable Mention	PAGE
PEER LEARNING AND FLIPPED INSTRUCTION			
Dak Kopec Associate Professor	School of Architecture, College of Fine Arts	Interior Architecture's Use of Rotating Teams	20
Emma Bloomfield, Assistant Professor Kathryn Rafferty, Assistant Professor in Residence	Communications, Greenspun College of Urban Affairs; School of Life Sciences, College of Sciences	Working Groups as Classroom Management Style*	21
Jenifer Utz, Assistant Professor in Residence Matthew Bernacki, Assistant Professor	School of Life Sciences, College of Sciences; Educational Psychology and Higher Education, College of Education	Web-based Self-Assessment Improves Exam Performance**	22
Erica Marti, Assistant Professor	Civil and Environmental Engineering and Construction, Howard R. Hughes College of Engineering	Instructors Learn from Homework, Too: Data Collection to Facilitate Reteaching Before the Test	23
TECHNOLOGY AND TEACHING			
Benjamin Root, Instructional Programmer	Office of Online Education	Add Interactive Elements to Videos Using H5P*	24
Heather Whitesides, Assistant Instructional Designer; Yeonsoo Kim, Instructional Artist	Office of Online Education	Benefits of Hybrid Courses for Students and Faculty	25
Robyn Raschke, Associate Professor	Accounting, Lee Business School	Creative Student Engagement	26
Daniel R. Siciliano, Lecturer	Accounting, Lee Business School	Facebook Group in ACC 202	27
Darrell Lutey, Associate Director Instructional Technology Services	Office of Information Technology	Lecture Capture / Flipping / Clickers**	28
Tiffany Howard, Associate Professor	Political Science, College of Liberal Arts	Instructional Methods That Improve Outcomes for UNLV Students in Virtual Classrooms*	29
Cecilia Turman, Graduate Student	Teaching and Learning, College of Education	Web Based, Personalized and Experiential Learning	30
Yeonsoo Kim, Instructional Artist, Heather Whitesides, Assistant Instructional Designer	Office of Online Education	Agile Instructional Design for Learning	31
VISUAL LEARNING TOOLS			
Lawrence Mullen, Professor	School of Public Policy and Leadership, Greenspun College of Urban Affairs	Photo Assignments: An Exploration of Student Retention Rate	32
Gabriel Judkins, Assistant Professor in Residence	Geosciences, College of Sciences	Visualization for Spatial Comprehension	33

Electronic copies of posters will be available at: 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

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.

UNLV Best Teaching Practices Expo 2018

Thursday, January 18, 2018

12:00 - 1:30 pm

Student Union Ballroom

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 or 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.

UNLV Best Teaching Practices Expo 2018

Thursday, January 18, 2018

12:00 - 1:30 pm

Student Union Ballroom

UNLV Best Teaching Practices Expo 2018

Daniel R. Siciliano, Accounting,
Lee Business School

Internships for Accounting Students

The practice and the need it addresses

ACC 400 Internship Introduction

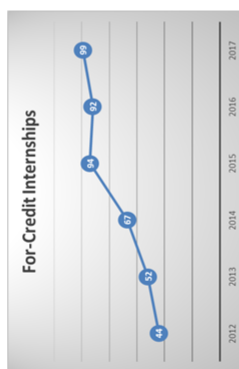
ACC 400 is the first upper division class for accounting majors and students are introduced to the importance of internships. ACC 400 covers internships and career readiness in the following ways:

- 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 Linked In profile.

Evidence this practice benefits UNLV Students

Internship Growth

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



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 and where to find them

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
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.

How other UNLV teachers might adopt this practice

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

UNLV University of Nevada, Las Vegas

UNLV Best Teaching Practices Expo 2018

Thursday, January 18, 2018

12:00 - 1:30 pm

Student Union Ballroom

UNLV Best Teaching Practices Expo 2018

Rian Satterwhite – Service Learning and Leadership

Establishing service-learning criteria at UNLV

The practice and the need it addresses

The need for service-learning criteria

Establishing 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

It advances...

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

Evidence this practice benefits UNLV Students

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.

Resources and where to find them

Available resources

- Our website: www.unlv.edu/service/servicelearning
- Catalogue section LC220 in the Leid library
- "Service-learning in the Disciplines" book series by Stylus
- Jacoby, B. & Associates. (2009). *Civic engagement in higher education: Concepts and practices*. San Francisco, CA: Jossey-Bass.

How other UNLV teachers might adopt this practice

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



Heffernan, 2001

"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

UNLV Best Teaching Practices Expo 2018

Thursday, January 18, 2018

12:00 - 1:30 pm

Student Union Ballroom

Rebel Science Camp: Outreach through engagement

UNLV Best Teaching Practices Expo 2018
Alison Sloat, Ph.D.
UNLV College of Sciences

The practice and the need it addresses

Rebel Science Camp

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).



Figure 1. Erika Torres, a Student Leader, guides a student through the Color Chromatography activity.

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

Evidence this practice benefits UNLV Students



Figure 3. Students measure sea level rise with the guidance of Clarisa Del Toro in the Climate Change activity.

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 Student Leaders re-enrolled or graduated the following semester
- Student Leaders effectively recruited future RSC Student Leaders for Spring 2018 RSC through testimonials

Resources and where to find them

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.

Rebel Science Camp website:
<https://www.unlv.edu/sciences/community/outreach/rebel-science-camp>

Resources for Educators
Next Generation Science Standards:
<https://nextgenscience.org>

Activities and Research:
National Science Teachers Association
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/silk-8.html>

American Chemical Society
<https://www.acs.org/content/acs/en/education/resource/silk-8.html>



Figure 4. Students build a model aquifer, drill a well, pump their well, and simulate groundwater contamination in the Aquifer activity.

How other UNLV teachers might adopt this practice



Figure 5. Francisco Valenzuela helps students test their hypotheses about paths of water contamination in the Las Vegas Valley Watershed activity.

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



Figure 6. RSC Student Leaders enrolled in SCI 499 in Spring 2017. Back row, left to right: Ruwan Navarro, Donovan Guzman, Erika Torres, Shantel Mahalath, Clarisa Del Toro. Front row, left to right: Clarice Wheeler, Meghan-Riley Johnson, Dr. Alison Sloat (Program Creator and Organizer), and Francisco Valenzuela.

UNLV University of Nevada, Las Vegas

UNLV Best Teaching Practices Expo 2018

Thursday, January 18, 2018

12:00 - 1:30 pm

Student Union Ballroom

Volunteering in the Community: Combining Service and Learning

The practice and the need it addresses

Ad Hoc Medical Interpreters

Most of the patients who use the services offered by the *Lied Pediatric Clinic* are minorities (70%), and half of those patients are Hispanic. The clinic lacks of professional interpreters to help monolingual doctors and residents to communicate with their patients.

The SPAN 317 course addressed this need

I. teaching nineteen students two interpreting modes (consecutive and sight translation).

II. explaining interpreting techniques, and assigning medical texts and videos/audios to practice (once students have learnt the theory and how the two modes are applied in real life).

III. preparing students to start their 10-hour voluntary work at the clinic (after receiving basic training in medical interpreting, and the tools to solve the problems that may arise).

During the program, students are encouraged to ask, discuss, and share their experiences with the professor, their classmates, and the doctors. In doing this, they gather the feedback needed to improve their skills.

Evidence this practice benefits UNLV Students

Impact on Students

Students have the opportunity to practice what they are learning in class through experiential education.

This real-life experience makes students more aware of issues/needs in the community.

Students develop a sense of responsibility to address those issues/needs.

Some students realized that being a medical interpreter is a career they might be interested in pursuing.

Student Response

"Overall, I was pleased with the experience because I was allowed 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 really big learning experience. I have never done anything like this before, and anything I've never done before, I really had to deal with that to expect."

"This volunteer experience allowed me to learn a ton about new terms and reinforced 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."

UNLV Best Teaching Practices Expo 2018

Dr. Elena Gandia Garcia
Department of World Languages and Cultures

How other UNLV teachers might adopt this practice

Collaboration and contact

- ❑ Collaboration with units on campus which share the common goal of community engagement.
- ❑ Open lines of communication between the teaching and administrative faculty to enhance service learning opportunities for students and faculty.
- ❑ Identify one or more community partners who can provide experiences to students in line with your learning outcomes.
- ❑ Contact the community partners to find out if they are a good match, and to discuss the objectives and details of the project.
- ❑ Schedule a meeting and/or informative session with the Service Learning Department.



Resources and where to find them

Institutions who implement Service Learning methods

University of Nevada Las Vegas Service Learning
Carnegie Mellon University Eberly Center: Service Learning
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 Service Learning
University of Central Arkansas Service Learning
University of Wisconsin-Eau Claire Service Learning

Bibliography

- Bryant, J. Alison, et al. *Integrating Service-Learning into the University Classroom*. Jones & Bartlett Publishers, 2011
- Dolgon, Corey, et al. *The Cambridge Handbook of Service Learning and Community Engagement*. CUP, 2017
- Rimmerman, Craig. *Service-Learning and the Liberal Arts*. Lexington Books, 2011

UNLV University of Nevada, Las Vegas

UNLV Best Teaching Practices Expo 2018

Thursday, January 18, 2018

12:00 - 1:30 pm

Student Union Ballroom

UNLV Best Teaching Practices Expo 2018

Erika Abad, Interdisciplinary Studies

Profiling as Pedagogy - Difficult Dialog in Practice

The practice and the need it addresses

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."

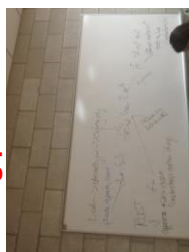


Learning outcomes:

- 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

Evidence this practice benefits UNLV Students

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..."

Resources and where to find them

Websites

Implicit Association Bias Test
<https://implicit.harvard.edu/implicit/>

National Institute of Justice - Racial Profiling
<https://www.nij.gov/topics/law-enforcement/legitimacy/pages/racial-profiling.aspx>

Social media research terms

- s#VoCAffirmation
- #teamlightskin v. #teamdarkskin
- #lightbright

Selected bibliography

- Abad, Erika "Looking for Home: Interethnic Racial Profiling." *The Feminist Wire*. Web 2014
- Wing Sue, Derald, et al. "Racial Microaggressions in Everyday Life." *American Psychologist* 62.4 (2007): 271-86. MEDLINE. Web.

Contact information

erika.abad@unlv.edu
@prof_eabad (Twitter & Instagram)

How other UNLV teachers might adopt this practice

Profiling as pedagogy exercise

- Survey questions (Clicker or Kahoot!)
 - When was the first time you were marked as racially or ethnically different?
 - Was that perceived as good or bad by the other person
 - Was that perceived good or bad by you?

- Discuss Results
- Invite students to profile professor guessing answers to 'where are you from'

 - Have then ID traits that inform guess
 - Write down traits
 - Ask about social stereotypes around traits and IDs

name	skin color
hair color/texture	clothing
accent	hobbies

Encouraging addt'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 University of Nevada, Las Vegas

UNLV Best Teaching Practices Expo 2018

Thursday, January 18, 2018

12:00 - 1:30 pm

Student Union Ballroom

UNLV Best Teaching Practices Expo 2018

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

Dr. Sara Mathis, Department of Communication Studies

<p>The practice and the need it addresses</p>	<p>Evidence this practice benefits UNLV Students</p>	<p>Resources and where to find them</p>	<p>How other UNLV teachers might adopt this practice</p>									
<p>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.</p> <p>Tool: C-E-R Model The Claim-Evidence-Reasoning model asks students to:</p> <ol style="list-style-type: none"> 1) <u>Make a Claim</u>: A statement of a student's understanding about a phenomenon. (Thesis and Topic Sentences) 2) <u>Provide Evidence</u>: Use sufficient, appropriate, and scholarly research to support claim. (Supporting Examples) 3) <u>Demonstrate Reasoning</u>: Ties together the claim and the evidence through reasoning by example, analogy, authority, cause, or correlation. (Justification) <p>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.</p>	<p>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.</p> <p>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.</p> <p>Student Comments: -The C-E-R model taught me how to make an argument I can support when my ideas conflict with others. -I use this method any time I have to write a paper or make a presentation. -The C-E-R model is easy to remember and follow—not like formal reasoning models -I get better grades when I apply this model to the speeches I give in my other classes.</p>	<p>Readings on C-E-R: www.activateteaching.com/claim-evidence-reasoning/ Hillocks, G. (2011). <i>Teaching Argument Writing, Grades 6-12: Supporting Claims with Relevant Evidence and Clear Reasoning</i>. Portsmouth, NH: Heinemann.</p> <p>Instructions: Use a fun warm up exercise like the murder mystery called Slip or Trip?</p>  <p>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.</p> <p>THEN</p> <ol style="list-style-type: none"> 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 sub claims, 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. 	<p>Who can implement? 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.</p> <p>Adaptations Based on type and skill level of your class.</p> <p>Consider using:</p> <ol style="list-style-type: none"> 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). 									
<p>Dogs Make Better Pets Than Cats</p> <table border="1"> <tr> <td>Sub Claim</td> <td>Sub Claim</td> <td>Sub Claim</td> </tr> <tr> <td>Evidence</td> <td>Evidence</td> <td>Evidence</td> </tr> <tr> <td>Reasoning</td> <td>Reasoning</td> <td>Reasoning</td> </tr> </table>	Sub Claim	Sub Claim	Sub Claim	Evidence	Evidence	Evidence	Reasoning	Reasoning	Reasoning			<p>Source The entire assignment is available at: https://www.scribd.com/document/366900059/Are-Dogs-Better-Than-Cats or contact Sara Mathis at sara.mathis@unlv.edu</p>
Sub Claim	Sub Claim	Sub Claim										
Evidence	Evidence	Evidence										
Reasoning	Reasoning	Reasoning										

UNLV University of Nevada, Las Vegas

Student Union Ballroom

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

Resources and where to find them

Crossword**?**buzzle

Hidden word puzzle

Across: 1. *city, a lake, 5 letters* 2. *honey, 9 letters* 3. *long, 12 letters* 14. *garden*
Down: 1. *color, 2 letters* 2. *poor, 3 letters* 3. *cloudy, 7 letters* 4. *to, 2 letters* 5. *poor,*
12 letters 12. *stop, 12 letters*

1. A city that starts with
2. A honey made
3. A long that starts with
4. A garden that starts with
5. A color that starts with
6. A lake that starts with
7. A honey that starts with
8. A long that starts with
9. A garden that starts with
10. A color that starts with
11. A lake that starts with
12. A long that starts with
13. A garden that starts with
14. A color that starts with

- "Test where more creative than 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"

Decoding Game



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

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 hour 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)



UNLV Best Teaching Practices Expo 2018

Thursday, January 18, 2018

12:00 - 1:30 pm

Student Union Ballroom

UNLV Best Teaching Practices Expo 2018

Using A Breakout Box to Encourage the 4Cs in the Classroom

Erica S. Tietjen, Lecturer, Urban Studies Program
School of Public Policy and Leadership

The practice and the need it addresses

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:



--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

Evidence this practice benefits UNLV Students

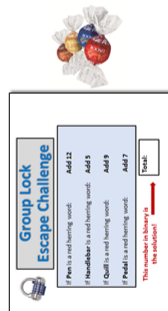
Using a breakout box in the classroom

--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!



Resources and where to find them

For information on breakout box activities:

Website:

<http://breakout.edu>



Article:

Breakout EDU Brings "Escape Room" Strategy to the Classroom (SLJ Review, Sept. 2016)

<http://www.slj.com/2016/09/reviews/tech/breakout-edu-brings-escape-room-strategy-to-the-classroom-slj-review/>

Article:

An Educator's Guide to the 4Cs (NEA, 2017)

<http://www.nea.org/tools/52217.htm>

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/questions/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

UNLV Best Teaching Practices Expo 2018

Thursday, January 18, 2018

12:00 - 1:30 pm

Student Union Ballroom

UNLV Best Teaching Practices Expo 2018

A Teaching Method that Boosts UNLV Student Retention

The practice and the need it addresses

Transparent Instruction Boosts UNLV Retention

Nationally, underserved students are half as likely to graduate in 4 years as their white and Asian peers (US DoE 2014, Tough 2014, Ishtani 2006). UNLV proudly claims the most diverse undergraduate university population in the nation (US News 2017), including many first generation and low-income students. The majority of UNLV students fall into this underserved category, and our retention rates (re-enrollment rates after the 1st year) indicate that roughly 1/4 of our 1st-year students do not re-enroll the subsequent year.

Cohort Term	Cohort Headcount	Retained at UNLV	%
Fall 2007	3,021	2,106	75.9%
Fall 2008	3,021	2,111	73.2%
Fall 2009	3,078	2,395	77.8%
Fall 2010	3,078	2,395	77.8%
Fall 2011	2,701	2,061	76.3%
Fall 2012	2,986	2,309	77.3%
Fall 2013	3,564	2,735	76.7%
Fall 2014	3,564	2,735	76.7%
Fall 2015	3,658	2,821	77.1%
Fall 2016	3,752	2,793	74.4%

UNLV Office of Decision Support

The Practice:
UNLV faculty boosted student success and retention by using this framework to discuss academic work with students.

Transparent Assignment Design Template
Faculty/instructors in national study, 7 Meta-analyses agreed to discuss with students in advance:

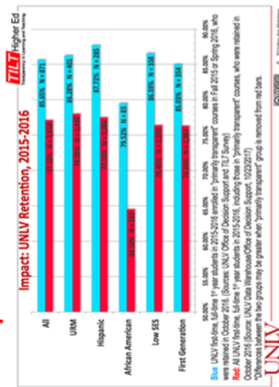
- Purpose**
 - Skills practiced
 - long-term relevance to students' lives
 - Knowledge gained
 - connection to learning outcomes
- Task**
 - What students will do
 - How to do it (steps to follow, avoid)
- Criteria for success**
 - Checklist or rubric in advance so students can self-evaluate
 - What excellence looks like (annotated examples where student(s) fully met criteria)

UNLV University of Nevada, Las Vegas

Transparent teaching and learning methods explicitly focus on *how* and *why* students are learning course content in particular ways.

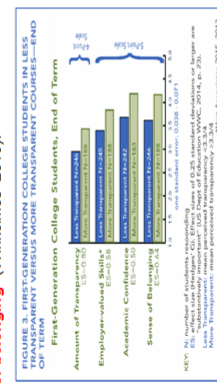
Evidence this practice benefits UNLV Students

Higher Retention rates for UNLV students who receive transparent instruction



Higher "Success Predictors" for US Students at MSIs across the US

Transparent instruction boosts two important predictors of student success nationally, with significant gains for all students and greater gains for underserved students: **confidence** and **sense of belonging** (Winkles 2016).



Increased confidence and belonging correlate with higher grades and increased student persistence for college students (Walton and Cohen 2011, Hausman and Ye 2009).

Resources and where to find them

Examples and Resources available from TILT Higher Ed are free and downloadable, including:

- Slides and videos
- Sample assignments from multiple disciplines
- Publications
- Templates for transparent assignment design
- Self-guided checklist for transparent assignment design
- Example of various ways to offer transparent instruction
- Survey tools and free confidential reports to measure the impact on your students
- Student handbook to frame class conversations about academic work:

The Unwritten Rules: Decode Your Assignments and Decipher What's Expected of You

References

- 1. TILT members have a shared goal: that transparency about academic assignments and student success is a best practice for all higher education institutions.
- 2. TILT members have a shared goal: that transparency about academic assignments and student success is a best practice for all higher education institutions.
- 3. TILT members have a shared goal: that transparency about academic assignments and student success is a best practice for all higher education institutions.

WHAT STUDENTS CAN DO:

Before you begin writing on an assignment or class activity, ask the instructor to help you understand the following. Bring this document to help focus the conversation(s).

Purpose

- What is the purpose of this assignment?
- How can you use these in your life beyond the content of this course, in and beyond college?

Task

- What are you being asked to do?
- How to do it (steps to follow, avoid)

Criteria

- Checklist or rubric in advance so you can self-evaluate
- What excellence looks like (annotated examples where student(s) fully met criteria)

UNLV University of Nevada, Las Vegas

How other UNLV teachers might adopt this practice

Small Teaching Changes with Big Impact on Student Success

- Revise two existing assignments in a course to make them more transparent, using this [Self-Guided Checklist](#) and this [Framework for Discussion with Students](#). A national study showed two revised assignments improved student success significantly (Winkles et al. Peer Review 2016)
- Look at examples of transparent assignments across the disciplines: [TILT Higher Ed Examples and Resources](#)
- Apply transparent instruction to the syllabus. Follow [UNLV faculty examples](#) for providing transparent instruction exams
- Rubrics for grading
 - Offer multiple successful examples so students don't cling to just one too closely
- Try any of a [variety of transparent methods](#), beyond assignment design:
 - Invite students to participate in class planning, agenda construction
 - Gauge students' understanding during class via peer work on questions that require students to apply concepts you've taught
 - Explicitly connect "how people learn" data with course activities when students struggle at difficult transition points
 - Engage students in applying the grading criteria that you'll use on their work
 - Debrief graded tests and assignments in class
 - Offer running commentary on class discussions to indicate what modes of thought or disciplinary methods are in use

Citations

- Hausman, Leslie R. M., Felix Ye, and Ryan S. Hausman. 2009. "Spies of Pedagogy and the Art of the Assignment." *Journal of Management Education* 43 (1): 10-27.
- Ishtani, Terry T. 2006. "Spies of Pedagogy and the Art of the Assignment." *Journal of Management Education* 40 (1): 10-27.
- Walton, Geoffrey M., and Geoffrey L. Cohen. 2011. "A Brief Social-Belonging Intervention Improves Academic and Health Outcomes for Underserved College Students." *Psychological Science* 22 (12): 1569-1575.
- Winkles, Gregory M., and Gregory L. Cohen. 2011. "A Brief Social-Belonging Intervention Improves Academic and Health Outcomes for Underserved College Students." *Psychological Science* 22 (12): 1569-1575.
- Winkles, Gregory M., and Gregory L. Cohen. 2011. "A Brief Social-Belonging Intervention Improves Academic and Health Outcomes for Underserved College Students." *Psychological Science* 22 (12): 1569-1575.

UNLV Best Teaching Practices Expo 2018

Thursday, January 18, 2018

12:00 - 1:30 pm

Student Union Ballroom

UNLV Best Teaching Practices Expo 2018 Steve Hayden, College of Education

Developing a Teaching Philosophy Statement

The practice and the need it addresses

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.



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>

Teaching Philosophy Assignment College of Education, Dept. of T&L

Introduction (Past)	Why did you decide to become a teacher? What steps did you take to become a teacher (walk through the decision)?
Current Philosophy (Present)	Values – what is the purpose of school? What is the importance of education to students and society? Beliefs – what do you believe is your role as a teacher?
Goals (Future)	What are your short and long-term goals for your career?

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

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

(Caukin & Brinthaup, 2017; Goodyear & Alchin, 1998; Hegarty, 2015; Schönwetter, Sokal, Friesen, & Taylor, 2002).

Contact Information

steven.hayden@unlv.edu
702-895-1540
Teaching and Learning, UNLV

UNLV University of Nevada, Las Vegas

UNLV Best Teaching Practices Expo 2018

Thursday, January 18, 2018

12:00 - 1:30 pm

Student Union Ballroom

Dialectical Teaching Strategies for First and Second-Year Students

UNLV Best Teaching Practices Expo 2018
Nathan M. Slife, Assistant Professor in Residence
Educational Psychology and Higher Education

The practice and the need it addresses

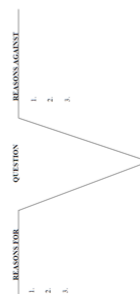
Teaching Strategies

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 (Svinicki & 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.

Evidence this practice benefits UNLV Students

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.

Resources and where to find them

Selected Resources

Dialectic:

Rychlak, J. F. (1976). *Dialectic: Humanistic rational for behavior and development*. Basel, Switzerland: S. Karger.

Yanchar, S., Slife, B. D., & Warne, R. (2008). Critical thinking as disciplinary practice. *Review of General Psychology*, 12 (3), 265-281.

Teaching:

Nussbaum, E. M., Slife, N. M., Turgut, R., Kardash, C. M., Dove, I. J. (August 2016). Using argumentation vee diagrams based on Walton's critical questions for consequences in an undergraduate seminar. Poster – presented at the Biennial Meeting of SIG 26 (Argumentation, Dialogue, & Reasoning), Ghent, Belgium.

Svinicki, M. D., McKeachie, W. J., & Nicol, D. (2012). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers* (14th ed.). Boston, MA, United States: Wadsworth, Cengage Learning.



How other UNLV teachers might adopt this practice

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.

UNLV University of Nevada, Las Vegas

UNLV Best Teaching Practices Expo 2018

Thursday, January 18, 2018

12:00 - 1:30 pm

Student Union Ballroom

UNLV Best Teaching Practices Expo 2018

Joe Ervin, Assistant Professor-in-Residence
UNLV, Academic Success Center

Self-Assessment in the College Curriculum

The practice and the need it addresses

Self-Assessment

- "...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

Evidence this practice benefits UNLV Students

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.)

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. Gianoutsos (Eds.), *Achieving success: A guide for college and life (second edition)* (pp. 7-37). Dubuque, IA: Kendall Hunt Publishing Company. (9781465229892)

Resources and where to find them

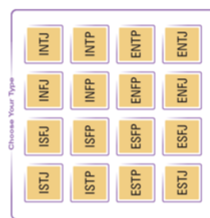
FOCUS 2



FOCUS 2 (2018). *Work interest assessment*. [PNG]. Retrieved from <http://www.focus2career.com/Loggedin/WorkInterestAssessmentSummary.dfm?UniqueID=10%20%27%2018-01-04%2012%2714%27>

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

Myers-Briggs Type Indicator



The Myers & Briggs Foundation (2018). *The Myers and Briggs Foundation: MBTI® basics*. [PNG]. Retrieved from <http://www.myersbriggs.org/my-mbti-personality-type/my-mbti-basics/>

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

UNLV Best Teaching Practices Expo 2018

Thursday, January 18, 2018

12:00 - 1:30 pm

Student Union Ballroom

The Impact of Library Instruction on Student Success

The practice and the need it addresses

Library instruction for undergraduate students

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

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

Evidence this practice benefits UNLV Students

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.

Arizona State University
Baylor University
Brigham Young University
Kansas State University
Southern Methodist University
University of Houston
University of Missouri
University of Nevada, Las Vegas
University of New Mexico
University of Southern California
Utah State University
Washington State University

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 ($p = 7.69E-102$).

UNLV Best Teaching Practices Expo 2018

Melissa Bowles-Terry, Head of Educational Initiatives
UNLV Libraries

Resources and where to find them

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

How other UNLV teachers might adopt this practice

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/referenced).
- 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

UNLV Best Teaching Practices Expo 2018

Thursday, January 18, 2018

12:00 - 1:30 pm

Student Union Ballroom

Tea-Searching with Undergrad & Grad Students: Moving Beyond the STEM Fields

UNLV Best Teaching Practices Expo 2018

Kim Nehls, PhD., College of Education,
Executive Director of ASHE

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 to 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.



The research involvement not only deepens student learning ... but also promotes collaborations with faculty members and other student colleagues in a manner that builds and sustains a community of scholars who have the confidence to both ask the "What if?" questions and then engage in the exciting journey to find the answers. -- National Academies of Sciences, Engineering, and Medicine (2017).



Evidence this practice benefits UNLV Students

Feedback from Student Evals

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 at-risk student populations
- The opportunity to possibly reach a life (e.g., We let the interviewees know that someone cares about them.)



Resources and where to find 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



Boylan, M. (2009). Undergraduate STEM research experiences: Impact on student interest in doing graduate work in STEM fields. In R. G. Ehrenberg & C. V. Kuh (Eds.), *Doctoral education and the faculty of the future* (pp. 109–120). Ithaca, NY: Cornell Univ. Press.

Carter, D.F., Ro, H.K., Alcott, B. & Lattuca, L. (2016). Co-Curricular connections: The role of undergraduate research experiences in promoting engineering students' communication, teamwork, and leadership skills (2016) *Research in Higher Education*, 57: 363. <https://doi.org/10.1007/s11162-015-9386-7>

Russell, S.H., Hancock, M.P., McCullough, J. (2007). *The benefits of undergraduate research*. 316 (5824): 548-549. DOI: 10.1126/science.1140384

How other UNLV teachers might adopt this practice

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 ACPA 2017 and RQ2 at EQRC 2017.

EDH 750: Special Topics in Higher Ed

This course from Spring 2016 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, lit review, research design, observations, interviews, coding, analysis, and results. Presentations at EQRC 2018 and EQRC 2016. Scholarly publications are currently in progress.

UNLV University of Nevada, Las Vegas

UNLV Best Teaching Practices Expo 2018

Thursday, January 18, 2018

12:00 - 1:30 pm

Student Union Ballroom

UNLV Best Teaching Practices Expo 2018

Dak Kopec, Ph.D., MS.Arch., MCHES
School of Architecture

Interior Architecture's Use of Rotating Teams

The practice and the need it addresses

Interior Architecture Filling The Gap Within The Healthcare Continuum



The inclusion of health conditions within the process of environmental modification for design students requires concurrent learning outcomes related to research, brainstorming, and ideation that can only be achieved through team projects.

Medical Doctors, Nurses, and Therapists have been addressing health needs via bio physiological and neuropsychological interventions for decades, but few have addressed the built environment as a means of prevention, rehabilitation, and accommodation of condition specific illnesses beyond the pedestrian.

Manipulation and modification of the built environment, and elements within these environments are the domain of Architecture (General, Interior and Landscape), because design adds the element of creativity while concurrently addressing the need.

Evidence this practice benefits UNLV Students

Teaming, Design Thinking, and Innovation

The value of team based learning is that each group member has a chance to learn from each other. A weakness is that one or two team members might assume the work and / or perform the same role each time.

Teaming in this series of assignments was based on multiple and different projects. Each project had to be completed by teams of three that continually rotated. Hence, no two projects were completed by the same team. By rotating team members, the probability of each team member assuming a different role in the project increased.

The roles for each team project included research, graphics, and innovation pertaining to a subject health condition. Each of the three member teams was assigned a topic and each member assumed one of the three roles.

Students' self report data indicated greater equity of work, enhanced comprehension of the problem, and more novel ideas were discovered.

Resources and where to find them

Beyond Traditional Paradigms

Teaming and Design Thinking are routinely used within design schools, and are central to Stanford University's D-School (<https://dschool.stanford.edu/>).

There are several books on Teaming and Design Thinking such as:

Michael Sweet, M. and Michaelsen, L.K. (2012). *Team-Based Learning in the Social Sciences and Humanities: Group Work that Works to Generate Critical Thinking and Engagement*. Sterling, VA: Stylus Publishing.

Edmonton, A.C. (2013). *Teaming to Innovate*. Jossey-Bass.

Chiesa, C.I. (2016). *Build your Dream Team: Leadership based on a passion for people*. Amazon Digital Services LLC.

Brown, T. (2009) *Change by Design: How Design Thinking transforms organizations and Inspires*. Harper Business.

While teaming and design thinking for product design requires knowledge of how users interact with items, designs for specific health conditions requires foundational bio physiological and neuropsychological knowledge. This foundation coupled with the teaming process brings about new and innovative solutions for health related problems.

How other UNLV teachers might adopt this practice

Focus on Process Along with Outcomes

Teaming allows for student driven interdisciplinary learning, and affords students the ability to move from researcher to innovator. All disciplines require sets of knowledge from other disciplines, and all disciplines should be promoting innovative responses regardless of what has been done before.

Teachers can adopt this process by identifying contributions from supporting disciplines and use teaming to help students understand the value. Instructors can identify projects that require interdisciplinary thinking and thus ask their students to step away from their chosen field and examine a problem from another discipline's perspective.

By assigning different problems to be solved, students are able to understand the different roles of each profession. To prevent the continued assignment to a task, rotating team members' responsibilities from project to project is an essential part of this teaching method.

In short multiple smaller projects completed by different teaming compositions provides the best learning outcomes.

UNLV University of Nevada, Las Vegas

UNLV Best Teaching Practices Expo 2018

Thursday, January 18, 2018

12:00 - 1:30 pm

Student Union Ballroom

UNLV Best Teaching Practices Expo 2018

Emma Frances Bloomfield, Communication Studies
Kathryn Rafferty, School of Life Sciences

Working Groups as Classroom Management Style

The practice and the need it addresses

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.



Working groups is a classroom management style that engages students in small group and pair work during class time. Reserving class time (15-20 minutes) to start homework, work on problem sets, discuss readings, or engage in course concepts leads to positive educational effects.

Evidence this practice benefits UNLV Students

Spring 2017 pilot studies

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-competence 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).

Resources and where to find them

Campus workshops and online resources

UNLV's Instructional Development and Research program will be offering two sessions about working groups in the spring 2018 semester. In **January**, the program will host a panel discussing the benefits of working groups. In **March**, the program will offer a workshop to help faculty employ working groups in their classrooms.

"Working groups" goes by other names. ReadWriteThink.org has lesson plans for implementing "Literature Circles" and FacultyFocus.org has articles on "Reading Circles" and "Problem-Based Learning." Interested faculty can also reach out to emma.bloomfield@unlv.edu for more information.

Working groups

Group	Summarizer	Theorizer	Quoter	Researcher
Group 1	Pierre, Michelle P.	Avery	Daisy	Mikely
Group 2	Edgar	Belanna, Sierra	Kaitlin	Emily
Group 3	Wendell, Julian	Fawia	Burgandy	Rachel G.
Group 4	Suom	Carrie	Kristen, Correll	Amranda
Group 5	Kelise, Hazy	Alyssa	Emma	Randy
Group 6	Justin	Alexandra	Pat	Shelby, Robert

PPT slide showing daily sorted working groups used in COM 409. Students saw this posted at the front of the room upon entering the classroom, so they knew where to sit and who was in their group.

How other UNLV teachers might adopt this practice

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 giving 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

UNLV Best Teaching Practices Expo 2018

Thursday, January 18, 2018

12:00 - 1:30 pm

Student Union Ballroom

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 analogous unit quizzes to rehearse and self-assess knowledge. Repeated use was uncommon (12%), as was lack of use (13%). Most students (75%) engaged in occasional use of self-assessment quizzes (84%), 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 (+11.9%) on course exams.

Methods
Data were collected from students (N = 238) enrolled in the Human Anatomy & Physiology I 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., learning objectives, lecture presentations, and self-assessment quizzes). Students were introduced to these resources during the 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 pre-test 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 items attempted (Figure 2). Students in the "no use" group attempted 0 quiz items; students in the "occasional use" group spanned use from 1 item through 400 items; students in the "repeated use" group spanned from 401 through 1478 items. Data were analyzed via repeated measures ANOVA in SPSS; $p < .05$ was considered statistically significant.

Description of Self-Assessment Quizzes
All quizzes were composed of a mixture of multiple choice and fill-in-the-blank style questions. A pool of approximately 35 questions was created for each chapter. Chapter quizzes contained 15 items randomly selected from the 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.

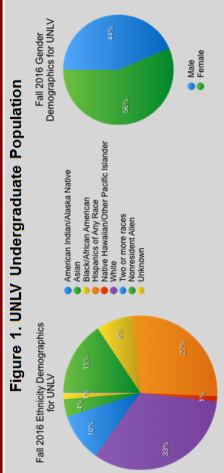
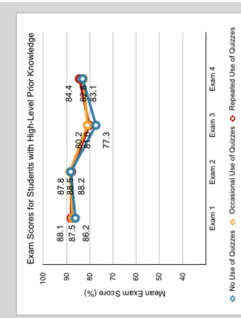
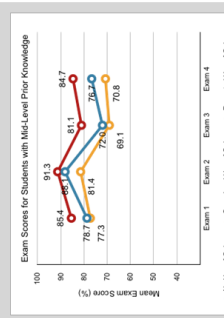
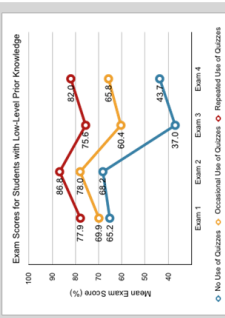
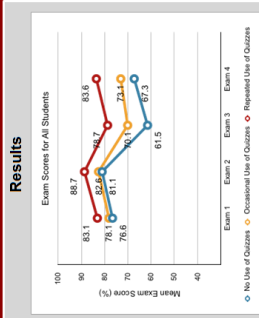
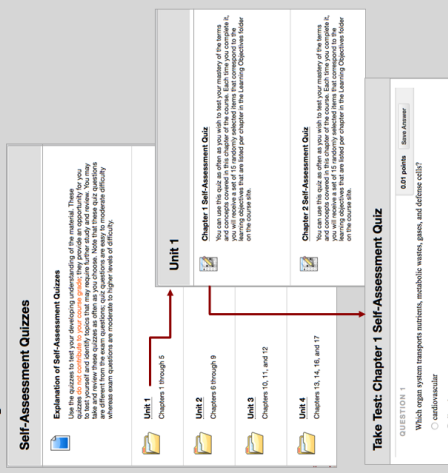


Figure 2. Student View of Self-Assessment Quizzes



Description of Exam Content
Exams 1 through 3 were unit exams composed of 50 multiple choice questions and 2 short answer questions covering the following topics:

- Exam 1: homeostasis, chemistry, cells, tissues, and integumentary system
- Exam 2: osseous tissue, axial skeleton, appendicular skeleton, and articulations
- Exam 3: muscle tissue, muscular system, and neural tissue

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 some 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 ($F(2, 229) = 5.89, p = 0.003$).
- Student 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 ($F(4, 229) = 3.51, p = 0.008$).
- Students who repeatedly used self-assessment quizzes scored 7.55% higher on course exams than students who occasionally used quizzes (LSD; $p = 0.006$).
- Students who repeatedly used self-assessment quizzes scored 11.92% higher on course exams than students who did not use quizzes (LSD; $p = 0.001$).
- Quiz use for students with low prior knowledge was particularly beneficial; repeated users outperformed non-users by nearly 40% on exams 3 and 4 and occasional users outperformed non-users by more than 20% on these exams.

Summary and Implications
Human Anatomy & Physiology courses are notoriously difficult, and students often enter these courses underprepared. 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 (i.e. Blackboard, Canvas) can be utilized to provide learning supports in both large and small enrollment settings as well as for in person and online course 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.

UNLV Best Teaching Practices Expo 2018

Thursday, January 18, 2018

12:00 - 1:30 pm

Student Union Ballroom

Instructors Learn from Homework, too: Streamlining Data Collection to Facilitate Reteaching Before the Test

The practice and the need it addresses

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.

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

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 effectiveness 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).

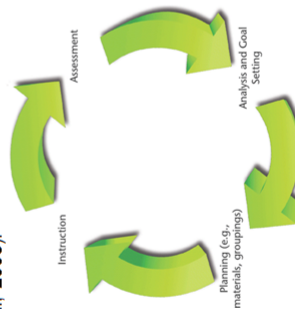


Figure 1. The Instruction-Assessment Cycle as presented by Conderman & Hedlin, 2012.

UNLV Best Teaching Practices Expo 2018

Erica J. Marti, Assistant Professor

Department of Civil & Environmental Engineering and Construction

Resources and where to find them

Microsoft Excel Tutorials

Lynda.com

Free access through UNLV ACE account
<https://www.lynda.com/learning-paths/Business/Improve-your-microsoft-excel-skills>

Homework # (Date)													Maximum points = 27
Course Name	5	3	3	3	3	3	4	4	3	3	3	3	Points
STUDENT NAME	A1	A2	A3	B1	B2	B3	C1	C2	C3	Total Score			
A	5	3	3	3	3	3	4	4	3	27			
B	5	3	3	3	3	3	4	4	3	27			
C	5	3	3	3	3	3	4	4	3	27			
D	5	3	3	3	3	3	4	4	3	27			
E	5	3	3	3	3	3	4	4	3	27			
F	5	3	3	3	3	3	4	4	3	27			
G	5	3	3	3	3	3	4	4	3	27			
H	5	3	3	3	3	3	4	4	3	27			
I	5	3	3	3	3	3	4	4	3	27			
Avg	4.89	2.83	2.94	2.33	2.78	4	3.67	2					
Median	5	3	3	3	3	3	4	4	3				
%	95%	54%	54%	76%	93%	100%	92%	97%					
	95%	50%	57%	90%	90%	100%							
A1	Objective 1a									Objective 2b			
A2	Objective 1b									Objective 2c			
A3	Objective 1c									Objective 3a			
B1	Objective 2a									Objective 3b			

Using Data to Make Decisions

Kathryn Parker Boudett, Elizabeth A. City, and Richard J. Murnane (editors). **Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning**. Cambridge, MA: Harvard Education Press, 2005

Kim Schildkamp, Mei Kulin Lai, Lorna Earl (editors). **Data-based Decision Making in Education: Challenges and Opportunities**. Boston, MA: Springer Science & Business Media, 2012

Resources and where to find them

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 University of Nevada, Las Vegas

UNLV Best Teaching Practices Expo 2018

Thursday, January 18, 2018

12:00 - 1:30 pm

Student Union Ballroom

UNLV Best Teaching Practices Expo 2018

Benjamin Root, Instructional Applications Programmer
Office of Online Education

Add Interactive Elements to Videos Using H5P

The practice and the need it addresses

To increase student engagement, video materials can include interactive components.

Video Content

Face-to-face, hybrid, and online courses include a variety of video resources.

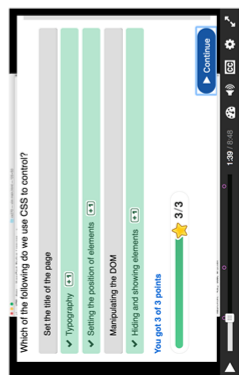
- Recorded lectures and interviews
- Film Clips
- Narrated Powerpoints
- Virtual field-trips
- Laboratory experiments

H5P

H5P is a free authoring tool to annotate and improve your existing videos with:

- Self-check quizzes
- Bookmarks
- Explanatory text and images
- Links to supplementary materials

Example



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

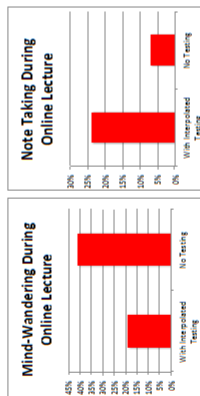
Evidence this practice benefits UNLV Students

Reduce Cognitive Load

Signaling important details within videos and segmenting with bookmarks help novice learners focus on key details in videos. (Brame 2016)

Activate Learning

Interpolated Self-checks in videos have been shown to increase note-taking and reduce mind-wandering. (Szpunar 2013)



(data from Szpunar et al. 2013)

Provide Transparency

Self-checks which are interpolated into videos help students assess their understanding of a concept in the way that the instructor intends. (Brame 2016)

Increase Engagement

Students are more engaged with material that is clearly targeted to them. Adding annotations can help students perceive value in videos. (Brame 2016)

Resources and where to find them

H5P.org

Provides free accounts which can be used to author interactive videos. Their site has examples to help get started.



On-Campus Experts

The Office of Online Education creates interactive videos for online courses. They can help you get started.



Universal Accessibility

H5P interactive videos are accessible to users with disabilities, through screen readers and keyboard commands.

Literature Reference

Brame, C. J. (2016). Effective Educational Videos: Principles and Guidelines for Maximizing Student Learning from Video Content. Cell Biology, 15(4)

Szpunar, K. K., Khan, N. Y., & Schacter, D. L. (2013). Interpolated memory tests reduce mind wandering and improve learning of online lectures. Proceedings of the National Academy of Sciences of the United States of America, 110(16), 6313–6317.

How other UNLV teachers might adopt this practice

Get Started

Identify a video that you would like to add interactivity to. H5P works with Youtube and uploaded videos.

Login

Create a free account on H5P.org to begin creating interactive annotations and self-checks on your videos.

Create

Follow this tutorial to learn more about creating interactive content on top of your videos:

<https://h5p.org/tutorial-interactive-video>

Embed

When you finish, copy and paste the HTML code into a page in WebCampus. H5P is compatible with Blackboard and Canvas editor.

For More Information

You can get help from online forums at: <https://h5p.org/forum>

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

UNLV University of Nevada, Las Vegas

UNLV Best Teaching Practices Expo 2018

Thursday, January 18, 2018

12:00 - 1:30 pm

Student Union Ballroom

UNLV Best Teaching Practices Expo 2018

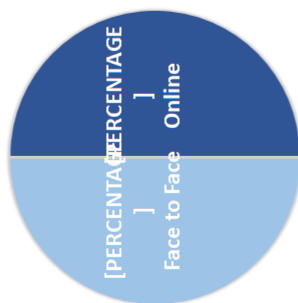
Heather Whitesides, Ph.D. Office of Online Education Website: online.unlv.edu
Yeonsoo Kim, Ph.D., SPHR Email: online@unlv.edu Phone: 702-895-0334

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.



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

Evidence this practice benefits UNLV Students

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).

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 16 weeks

Bernard, R. M., Borokhovski, E., Schmid, R. F., Tamim, R. M., & Abrami, P. C. (2014). A meta-analysis of blended learning and technology use in higher education: from the general to the applied. *Journal of Computing in Higher Education*, 26(1), 87-122.

Means, B., Toyama, Y., Murphy, R., & Baki, M. (2013). The effectiveness of online and blended learning: A meta-analysis of the empirical literature. *Teachers College Record*, 115(3), 1-47.

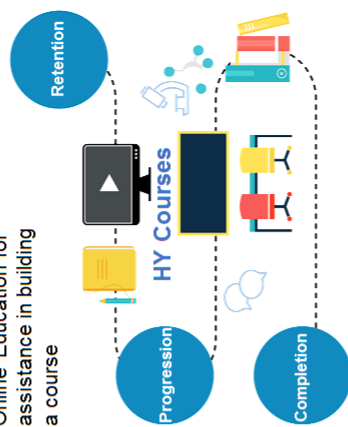
Thalheimer, W. (2017) *Does eLearning work? What the scientific research says!* <https://www.worklearning.com/catalog>

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

UNLV Best Teaching Practices Expo 2018

Thursday, January 18, 2018

12:00 - 1:30 pm

Student Union Ballroom

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.)

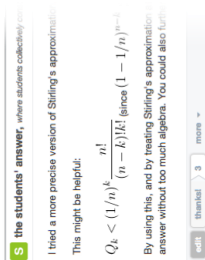
Resources and where to find them

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



Here's a link to piazza used in courses using formulas and symbols:

Math: <https://piazza.com/subjects/math>

Chemistry:

<https://piazza.com/subjects/chemistry>

How other UNLV teachers might adopt this practice

How to easily get started

There are videos and tutorials to help you get started: https://piazza.com/pdfs/piazza_product_introduction.pdf

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=17141r43ddo2o&auth=8f23e2e

UNLV University of Nevada, Las Vegas

UNLV Best Teaching Practices Expo 2018

Thursday, January 18, 2018

12:00 - 1:30 pm

Student Union Ballroom

UNLV Best Teaching Practices Expo 2018

Daniel R. Siciliano, Accounting,
Lee Business School

Facebook Group in ACC 202

The practice and the need it addresses

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.

Evidence this practice benefits UNLV Students

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.

Resources and where to find them

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.

How other UNLV teachers might adopt this practice

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

UNLV University of Nevada, Las Vegas

UNLV Best Teaching Practices Expo 2018

Thursday, January 18, 2018

12:00 - 1:30 pm

Student Union Ballroom

Lecture Capture / Flipping / Clickers

Darrell Lutey – Office Of Information Technology

The practice 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 – user 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

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/>

Purchasing Clickers:

<http://oit.unlv.edu/clickers/purchasing-your-clicker>

Lecture Capture

<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

Evidence this practice benefits UNLV Students

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"¹

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."²

UNLV University of Nevada, Las Vegas

UNLV Best Teaching Practices Expo 2018

Thursday, January 18, 2018

12:00 - 1:30 pm

Student Union Ballroom

Instructional Methods That Improve Outcomes for UNLV Students in Online Courses

UNLV Best Teaching Practices Expo 2018

Tiffany Howard, Department of Political Science

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. (Gladieux and Swail, 1999; Hoskins and Hooff, 2005; Newell, 2007; Figlio, Rush, and Yin, 2010; Xu and Jaggars, 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.

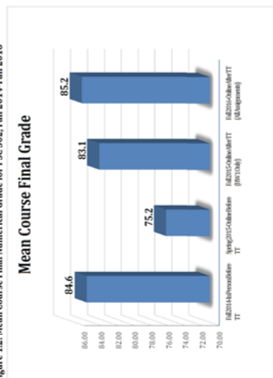
Evidence this practice benefits UNLV Students

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 1.2: Mean Course Final Grade for PSC 302, Fall 2014-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 (Winkelmees 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/transparentteaching-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:

- U.S. News. (2017). *Special Report: Campus Ethnic Diversity-National Universities*. Retrieved from <https://www.usnews.com/education/best-colleges/rankings/ethnic-diversity>
- Figlio, D. N., Rush, M., & Yin, L. (2010). *Is it live or is it internet? Experimental estimates of the effects of online instruction on student learning* (NBER Working Paper No. 16089). Cambridge, MA: National Bureau of Economic Research. Hoskins, S. L., & van Hoof, J. C. (2005). *Motivation and ability: Which students use online learning and what influence does it have on their achievement?* *British Journal of Educational Technology*, 36(2), 177-192.
- Newell, C. C. (2007). *Learner characteristics as predictors of online course completion: A quasi-experimental study of technical college students* (Doctoral dissertation). University of Nevada, Las Vegas.
- U.S. News. (2016). *Special Report: Campus Ethnic Diversity-National Universities*. Retrieved from <https://www.usnews.com/education/best-colleges/rankings/ethnic-diversity>
- Xu, D. and Jaggars, S. S. (2011). *The effectiveness of distance education across Virginia's Community Colleges: Evidence from introductory college-level math and English courses*. *Educational Evaluation and Policy Analysis*, 33(3), 360-377.

UNLV University of Nevada, Las Vegas

UNLV Best Teaching Practices Expo 2018

Thursday, January 18, 2018

12:00 - 1:30 pm

Student Union Ballroom

UNLV Best Teaching Practices Expo 2018

Author: Cecilia Turman, M.A., and M.Ed., College of Education

Web Based Classroom Management Enhanced by Personalized and Experiential Learning

The practice and the need it addresses

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*

Evidence this practice benefits UNLV Students

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:

- Create culturally responsive practice. Students are different, daring, and diverse.
- Students feel welcome every time they enter the course.
- 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 it all face to the names of people in the class"

"I think this is a great way to introduce the students to each other and remind us all that we're in this together and together we can use our strengths to assist 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 and where to find them

Resources

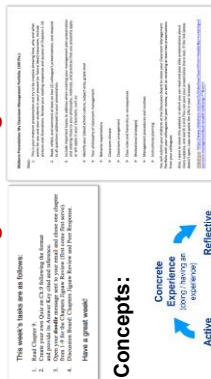
Below are some examples of personalized materials I build and use for my online course. I create the banners using Microsoft Office Word.

Request a handout of this poster presentation or make an appointment to learn how to do your course banner.

Link: <http://bit.ly/2qIXaMd>

Email: catt@unlv.nevada.edu

Personalizing the Assignments



Concepts:



References:

- Lave, J. (1993). Understanding practice perspectives in activity and context. Cambridge: Cambridge University Press. Pp. 18-22/57.
- Meuwisse, J.M., Severiens, J.E., Born, M.P., Gieshaghe, M., van der Kamp, J., van der Kamp, J., & van der Kamp, J. (2010). The learning environment: Interaction, sense of belonging, and student success. *Instructional Science*, 38(1), 52-67. doi:10.1007/s11162-010-9168-1
- Skylar, J., Higgins, K., Boone, J., Jones, P., Pierce, J., & Gelfer, J. (2005). Distance education: An exploration of alternative methods and types of instructional media in teacher education. *Journal of Special Education Technology*, 20(3), 25-33.

How other UNLV teachers might adopt this practice

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. That 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

- Download all photos on the desktop
- Open a Word document
- Click on INSERT
- Chose SmartArt → Picture → Shapes
- Drag & drop photo in selected shape
- Write student names & course info
- Take a screen shot & save as a jpg
- Insert in your WebCT course

UNLV University of Nevada, Las Vegas

UNLV Best Teaching Practices Expo 2018

Thursday, January 18, 2018

12:00 - 1:30 pm

Student Union Ballroom

Agile Instructional Design for Learning: A Case Example of Agile Master Course Development

UNLV Best Teaching Practices Expo 2018

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

The practice and the need it addresses

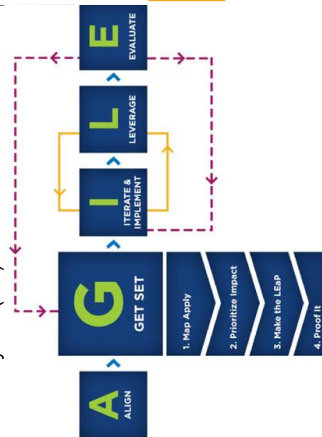
Background and Purpose

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

- Arimoto, A.M., & Barroca, H. (2015). "An agile learning design method for open educational resources". *Frontiers in Education*. Conference (FIE) 2015. IEEE, 9.
- Kruchten, R. (2001). *Agility with the UP*. *Utterback Journal*, 4(12), 7-33.
- McAvoy, D., & Sammon, D. (2005). *Agile methodology for teaching decisions: An innovative approach to teaching and learning*. *Journal of Information Systems Education*, 6(4), 409-420.
- Willeke, J.M. (2011). *Agile in academics: Applying Agile instructional design*. 2011 Agile Conference, Salt Lake City, UT, 46-251.

Videos

- The Agile Approach to Learning Design. <https://www.youtube.com/watch?v=RCVwPKY2OnM>
- Vazquez, D. (2017). *The Agile Learning Design Process* [Video file]. Retrieved from <https://www.youtube.com/watch?v=aw13yxSViN8>



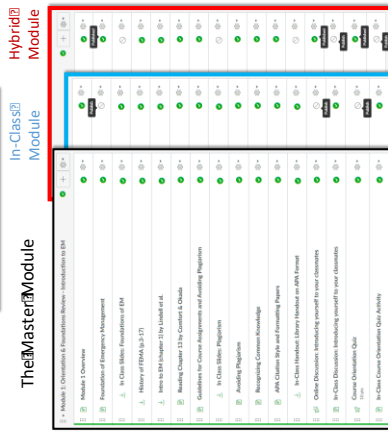
An Agile Learning Design Process (Example)

UNLV University of Nevada, Las Vegas

How other UNLV teachers might adopt this practice

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.



Example of Agile Master Course module in Canvas

UNLV Best Teaching Practices Expo 2018

Thursday, January 18, 2018

12:00 - 1:30 pm

Student Union Ballroom

UNLV Best Teaching Practices Expo 2018

Photo Assignments: An Exploration of Student Retention Rate

The practice and the need it addresses

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.

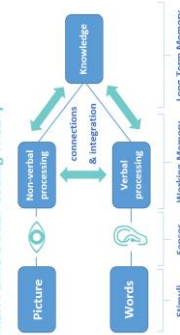
Evidence this practice benefits UNLV Students

Theoretical Evidence

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

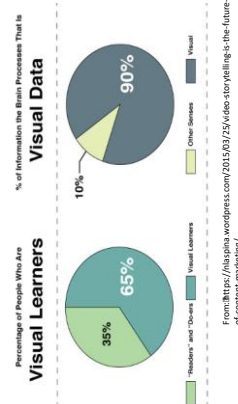
The dual-coding theory shows that supplementing verbal knowledge with visual imagery enhances memory (Paivio, 2014). If memory is the retention of knowledge, can photos, as forms of visual information, enhance student experiences, connections, and serve as indicators of retention?

Allen Paivio's Dual-Coding Theory



From: https://en.wikipedia.org/wiki/Cognition_and_instruction/Learning_and_Memory

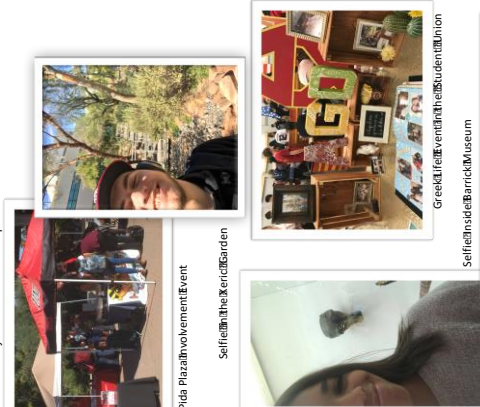
Q: Why use photos for more of our educational endeavors?
A: Because the majority of our students are visual learners and their brains are primarily processing visual data as the charts below show.



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.



Classroom Photography Resources

100 Great Ways to Use Photography in the Classroom (2013). From: www.100greatways.com/

100 Great Ways to Use Photography in the Classroom (2013). From: www.100greatways.com/

100 Great Ways to Use Photography in the Classroom (2013). From: www.100greatways.com/

100 Great Ways to Use Photography in the Classroom (2013). From: www.100greatways.com/

How other UNLV teachers might adopt this practice

The Photo Assignments and Implications for Retention

A recent taught first-year seminar course included several assignments that required students to use their smartphones in the university environment for events such as Homecoming, Career Fairs, and engagement events. These assignments were designed to take photos of the events and write about them. Because the students have a cell phone with them, it was a natural choice for these assignments. The students did not have a camera, but they had a camera capabilities, and they were prepared, but this was the main issue.

Except for the number of photos submitted for each assignment, requirements were kept to a minimum. Students, in their words, were given maximum freedom to take the photos, decide on content, and use the phone camera as often as they wanted. The photos submitted for these assignments were interesting not only for the 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 their words, "I help photos say something about how students see the college experience."

Possible avenues for future visual measurement of retention rate:

- Do students include people in their photos and captions? Do they include a way from photographing the people?
- Do long shots show distance from the student from the college life as opposed to close-up shots?
- Do selfies indicate that students think of themselves as a part of what they are imaging, thus a part of UNLV?

References and Additional Resources

Allen, M. (2014). *Learning and the way it enhances memory, emotion, and cognitive abilities is at the center of this project*. Retrieved from: www.100greatways.com/

Allen, M. (2014). *Learning and the way it enhances memory, emotion, and cognitive abilities is at the center of this project*. Retrieved from: www.100greatways.com/

Allen, M. (2014). *Learning and the way it enhances memory, emotion, and cognitive abilities is at the center of this project*. Retrieved from: www.100greatways.com/

Allen, M. (2014). *Learning and the way it enhances memory, emotion, and cognitive abilities is at the center of this project*. Retrieved from: www.100greatways.com/

UNLV University of Nevada, Las Vegas

UNLV Best Teaching Practices Expo 2018

Thursday, January 18, 2018

12:00 - 1:30 pm

Student Union Ballroom

Visualization for Spatial Comprehension

UNLV Best Teaching Practices Expo 2018
Dr. Gabriel Judkins, Geoscience Department

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)

- Spatial is a separate category of mental ability (Ishikawa and Kastens 2005)
- Representational correspondence (Ability to find locations on a map)
 - Configurational correspondence (Ability to ID relationships among objects on a map and the real world)
 - Directional Correspondence (Ability to align a map with directionality in the real world)

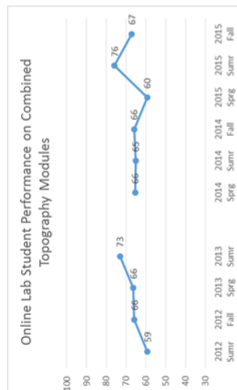
Augmented Reality Sandbox

- 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



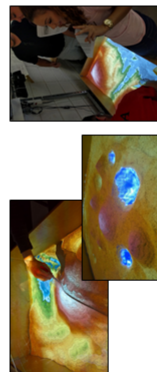
Evidence this practice benefits UNLV Students

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)

Resources and where to find them

Incorporating Visualization in Instruction Across Disciplines

- Use existing visualization techniques
 - Google Earth
 - <https://www.google.com/earth/>
 - ArcGIS Explorer
 - <http://www.esri.com/software/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-s-biggest-challenges/>

BYO AR Sandbox

UC Davis KeckCAVES

<https://arsandbox.ucdavis.edu/>
<http://idav.ucdavis.edu/~okreylos/ResDev/SARndbox/Instructions.html>

Component	Purpose	Device	Cost
Computer	Processing and simulation	Alienware 17 ANW17-2108LV • Intel Core i7-4720M • 16GB RAM • 1TB HDD • GeForce GTX780M	\$1,300
Microsoft Kinect 2D	Active depth mapping	Xbox 360 Kinect 1414	\$40 (used)
Projector	Display of the colored topographic map	BenQ MW602ST	\$400
Sandbox	Accordable and surface	Bulbix beach (40x30) and construction cones	\$300

How other UNLV teachers might adopt this practice

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

UNLV University of Nevada, Las Vegas

UNLV Best Teaching Practices Expo 2018

Thursday, January 18, 2018

12:00 - 1:30 pm

Student Union Ballroom

Faculty Development Events, Spring 2018

For an updated calendar, and to register for events: <https://www.unlv.edu/provost/idr/events>

1/19/2018	Faculty Mentoring Group with Kwang Kim
02/02/2018	Fostering Student Engagement in Lectures: Faculty and Student Panel
02/02/2018	Faculty Mentoring Groups with Professor Robert Futrell
02/09/2018	Increasing Student Interaction and Engagement in Online Classes
02/14/2018	Workshop: Successful Assignments, Group Projects, Learning Activities
02/15/2018	Faculty Mentoring Groups with Professor Jennifer Keene
03/07/2018	Faculty Mentoring Groups with Professor Doris Watson
03/09/2018	Online Lessons Learned Lunch
03/20/2018	Faculty Mentoring Groups with Professor Francine Lipman
4/04/2018	Developing More Community Engagement in Your Course: Panel
04/05/2018	Faculty Mentoring Groups with Professor Katherine Hertlein
04/18/2018	Academic Achievement Awards Ceremony and Reception
4/19/2018	Community Based Participatory Research: Panel Discussion
04/23/2018	Faculty Mentoring Groups with Professor Debra Martin
5/02/2018	Faculty Mentoring Groups with Alfredo Fernandez-Gonzalez
05/14/2018	Teaching Efficiently Online

UNLV Best Teaching Practices Expo 2018

Thursday, January 18, 2018

12:00 - 1:30 pm

Student Union Ballroom

Teaching Toward Top Tier

UNIVERSITY OF NEVADA, LAS VEGAS

Top Tier UNLV

Diversity
Equity
Inclusion

Our Top Tier Vision

By 2025, UNLV will be recognized as a top tier public university in research, education, and community impact.

2025

Our Top Tier
Target Year

Our Top Tier Mission

UNLV's diverse faculty, students, staff, and alumni promote community well-being and individual achievement through education, research, scholarship, creative activities, and clinical services. We stimulate economic development and diversification, foster a climate of innovation, promote health, and enrich the cultural vitality of the communities that we serve.

Research, Scholarship, and Creative Activity Goal:

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

Student Achievement Goal:

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.

Academic Health Center Goal:

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.

Community Partnerships Goal:

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.

Infrastructure and Shared Governance Goal:

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.