1-19-2018

UNLV's Best Teaching Practices Expo 2018

Mary-Ann Winkelmes

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UNLV's Best Teaching Practices Expo highlights great ideas from UNLV's teaching community. Help yourself to a buffet lunch and some food for thought as you browse a selection of posters that describe evidence-based teaching practices that work with UNLV students.

WHERE:
Thursday, January 18, 2018

WHEN:
12:00 - 1:30 pm

For any questions or for more information, contact Mary-Ann Winkelmes at mary-ann.winkelmes@unlv.edu or visit https://www.unlv.edu/provost/idr
President Len Jessup, Executive Vice President and Provost Diane Chase, and the Instructional Development & Research Group are grateful for the following Sponsors and Supporters of this event and for UNLV’s faculty development services:

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Academic Resources  
Decision Support  
Undergraduate Education
SELECTION COMMITTEE

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

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Rex Suba, Online Education
Gina Sully, Writing Center
Tony Terrell, Honors College
Qing Wu, Community Health Sciences
AGENDA

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

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

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

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

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

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

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

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

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

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Electronic copies of posters will be available at: [www.unlv.edu/provost/idr/best-practices](http://www.unlv.edu/provost/idr/best-practices)
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| Benjam...
Expo attendees’ best teaching practices include:

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

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

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

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

The need for service-learning criteria

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

It advances...
1. UNLV’s goal of pursuing the 2020 Carnegie elective classification in community engagement
2. UNLV’s Top Tier initiative

The practice and the need it addresses

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.

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

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

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

Heffernan, 2001

UNLV University of Nevada, Las Vegas
## Rebel Science Camp: Outreach through engagement

### 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).

#### 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.

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

#### Resources

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

**Rebel Science Camp website:**
[https://www.unlv.edu/sciences/community/outreach/rebel-science-camp](https://www.unlv.edu/sciences/community/outreach/rebel-science-camp)

**Resources for Educators**
Next Generation Science Standards:
[https://nextgenscience.org](https://nextgenscience.org)

### Resources and where to find them

#### 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.

**American Chemical Society**
[https://www.acs.org/content/acs/en/education/resources/sk4.html](https://www.acs.org/content/acs/en/education/resources/sk4.html)

**Hands-on activities using everyday items in your home (for all ages):**
California Academy of Sciences
[https://www.calacademy.org/educators/lesson-plans](https://www.calacademy.org/educators/lesson-plans)

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

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

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UNLV University of Nevada, Las Vegas
Volunteering in the Community: Combining Service and Learning

Dr. Elena Gandia Garcia
Department of World Languages and Cultures

• Rimmerman, Craig. Service-Learning and the Liberal Arts. Lexington Books, 2011

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<td>Impact on Students</td>
<td>Institutions who implement Service Learning methods</td>
<td>Collaboration and contact</td>
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<td>Students have the opportunity to practice what they are learning in class through experiential education.</td>
<td><strong>University of Nevada Las Vegas</strong>&lt;br&gt;Service Learning</td>
<td>❑ Collaboration with units on campus which share the common goal of community engagement.</td>
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<td>This real-life experience makes students more aware of issues/needs in the community.</td>
<td><strong>Carnegie Mellon University</strong>&lt;br&gt;Eberly Center: Service Learning</td>
<td>❑ Open lines of communication between the teaching and administrative faculty to enhance service learning opportunities for students and faculty.</td>
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<td>Students develop a sense of responsibility to address those issues/needs.</td>
<td><strong>The George Washington University</strong>&lt;br&gt;Honey W. Nashman Center for Civic Engagement and Public Service: Service Learning Projects</td>
<td>❑ Identify one or more community partners who can provide experiences to students in line with your learning outcomes.</td>
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<tr>
<td>Some students realized that being a medical interpreter is a career they might be interested in pursuing.</td>
<td><strong>University of Nebraska Omaha</strong>&lt;br&gt;P-16 Initiative Project</td>
<td>❑ Contact the community partners to find out if they are a good match, and to discuss the objectives and details of the project.</td>
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<td><strong>Student Response</strong></td>
<td><strong>University of Southern Indiana</strong>&lt;br&gt;Service Learning</td>
<td>❑ Schedule a meeting and/or informative session with the Service Learning Department.</td>
</tr>
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<td>“Overall, I was pleased with the experience because it allowed me to gain valuable insight that a classroom cannot necessarily offer.”</td>
<td><strong>University of Central Arkansas</strong>&lt;br&gt;Service Learning</td>
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<td>“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 or anything even remotely close, so I really had no idea what to expect...”</td>
<td><strong>University of Wisconsin-Eau Claire</strong>&lt;br&gt;Service Learning</td>
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<td>“This volunteer experience allowed me to learn a ton of new terms and reinforced all that I was learning in the classroom. It was nice to take the new concepts I was learning in class and apply them practically at the clinic.”</td>
<td>Bibliography</td>
<td></td>
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<tr>
<td></td>
<td>• Dolgon, Corey, et al. The Cambridge Handbook of Service Learning and Community Engagement. CUP, 2017</td>
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<td>• Rimmerman, Craig. Service-Learning and the Liberal Arts. Lexington Books, 2011</td>
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**Profiling as Pedagogy - Difficult Dialog in Practice**

Erika Abad, Interdisciplinary Studies

**The Need:**
- Survey questions (Clicker or Kahoot?)
- Ask students to profile professor (gender, race, age, dress)
  - Was this perceived as good or bad by you?

**Class Exercise:**
- Profiling a professor's exercise
- What it means when people from different backgrounds ask another person, "What are you?"
- Profiling self:
  - Name
  - Skin color
  - Hair color/texture
  - Clothing
  - Accent
  - Hobbies

**Learning outcomes:**
- Critical thinking: students identify features of a person that provide context clues about their background
- Communication: students identify features of a person that provide context clues about their background
- Global Awareness: students discuss those meanings across communities

**Profiling patterns - outlined**
- Evidence that this practice benefits UNLV Students

**Social media research terms**
- Implicit Association Test (IAT)
- National Institute of Justice - Racial Profiling
- MyRace: http://www.nij.gov/topics/ocrac/racial-profiling/MYRACE.shtml

**Selected bibliography**

**Contact information**
- @probuahad (Twitter & Instagram)
- Erika.Abad@unlv.edu

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

Dr. Sara Mathis, Department of Communication Studies

UNLV University of Nevada, Las Vegas

Rationale:
First-generation students often come into UNLV unprepared for the rigors of college-level writing and speaking. The lack of such experiences in their courses and future careers may hinder their success in those fields. The C-E-R model helps students to strengthen these skills.

Tool: C-E-R Model
The C-E-R model asks students to:
1. Make a Claim: An assertion of a student's beliefs, opinions, or conclusions.
2. Provide Evidence: Use research to support one's position about something.
3. Analyze the Evidence: Assess the evidence presented to support one's claim.

Example:
Students take an instructor's questions for a class discussion. The instructor proposes the following: "Are dogs better than cats?" Students use the C-E-R model to outline their reasoning:
- **Claim:** Dogs are better than cats.
- **Evidence:** Dogs are more intelligent than cats and can perform more tasks.
- **Analysis:** The claim is supported by evidence, making the argument strong.

Adaptations:
Consider using the C-E-R model for:
- Group discussions to help keep the discussion organized.
- Individual student presentations to encourage critical thinking.

Source:
For more information on the C-E-R model, visit: https://www.unc.edu/arguing/c-e-r.html

www.unlv.edu/provost/idr
ENHANCING STUDENTS’ LEARNING WITH WORD-GAMES: A CASE OF HOSPITALITY OB CLASS

Cass Shum, William F. Harrah College of Hospitality

The practice and the need it addresses

Challenges of vocabulary
Learning a new subject involves learning and memorizing a new set of vocabulary (Parr, 1995), a challenge for an increasingly international student population (e.g., Barron & Arcadia, 2002; McDowell, 1998; Zimmermann, 2009).
Learning new vocabularies in a language that is not their first language is especially difficult for students (Huckin, Haynes, Coady, 1995). A failure to facilitate these students to learn the terminology
- hurts their academic performance (Senko & Arackiewicz, 2005),
- threatens their satisfaction and adaptation (Zimmermann, 2009),
- lowers their interest in the subject (Lyons, 2007),
- causes low retention/completion (Zepek & Leach, 2005).

Word games
Games I used:
- cross-word puzzle
- Scrabble word game
- Decoding word game

How to make it fun and interesting?
- Use them as a revision test
- With low stakes (62.5% grade)
- In team-based (1 submission per team)
- Encourage collaboration
- Open-book/cheat sheet allowed
- With 25-30 questions per test
- Each team is a different game
- 45-60 minutes per game
- Provide immediate feedback

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

UNLV Evidence
- 102 OB students agreed to a response to the survey (response rate = 90%)

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

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

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

Resources and where to find them

Crossword puzzle

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 University of Nevada, Las Vegas
### Using A Breakout Box to Encourage the 4Cs in the Classroom

<table>
<thead>
<tr>
<th>The practice and the need it addresses</th>
<th>Evidence this practice benefits UNLV Students</th>
<th>Resources and where to find them</th>
<th>How other UNLV teachers might adopt this practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is a breakout box?</strong></td>
<td></td>
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<tr>
<td>--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)</td>
<td></td>
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</tr>
<tr>
<td>--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).</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>--I created one out of an old ammo can and used 5-digit alphanumeric Master Lock padlocks of different colors:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>--Small groups can benefit from practicing the “4Cs” skills that will continue to be important in the 21st century (NEA, 2017):</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical thinking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Collaboration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creativity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Using a breakout box in the classroom</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--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):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>For information on breakout box activities:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Website:</strong></td>
<td><a href="http://www.unlv.edu/provost/idr">www.unlv.edu/provost/idr</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Article:</strong></td>
<td>Breakout EDU Brings “Escape Room” Strategy to the Classroom (SLJ Review, Sept. 2016)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Article:</strong></td>
<td>An Educator’s Guide to the 4Cs (NEA, 2017)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The classroom possibilities are endless!</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--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.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--The puzzles/quests/tasks can be adapted for any content area and for a wide range of classroom sizes (although group sizes of 5 or less work best), and require one (or multiple) class periods to find the solution</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--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:</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>--requires multiple and varied steps to achieve a solution</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>--uses inference to connect dots that are not readily apparent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--requires creativity and critical-thinking for solutions</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>--uses multiple senses to gather evidence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--requires collaboration and communication for effective solutions to complex problems</td>
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</tbody>
</table>
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, Ishitani 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.

<table>
<thead>
<tr>
<th>Cohort Year</th>
<th>Enrolled</th>
<th>Retained at UNLV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2007</td>
<td>2,774</td>
<td>72.8%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>2,921</td>
<td>74.1%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>2,874</td>
<td>77.4%</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>2,925</td>
<td>73.6%</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>2,900</td>
<td>73.0%</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>2,900</td>
<td>70.9%</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>3,000</td>
<td>72.0%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>3,000</td>
<td>72.4%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>2,919</td>
<td>73.4%</td>
</tr>
</tbody>
</table>

The Practice:

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

Higher “Success Predictors” for 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 (Winkleites 2010).

Increases 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 checklists 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

How other UNLV teachers may 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 (Winkleites et al Peer Review 2015).
- 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.
- Revise 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 student understanding during class via peer work on questions that require students to apply concepts you’ve taught.
  - Explicitly connect “how you 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.

Citations

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

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

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

An ecological approach means that the philosophy should focus on two key questions:
- What do you care about? What are some of your strengths?

References

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

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

UNLV University of Nevada, Las Vegas
Dialectical Teaching Strategies for First and Second-Year Students

**Teaching Strategies**

**What is the Dialectic?**

An oppositional or bi-polar understanding of meaning (Rychlak, 1976). This ancient understanding of meaning has many applications for instructors.

**Critical Thinking:**

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

**Class Discussions:**

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

**Assessment & Research**

**Assessment:**

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

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

**Research:**

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

**Selected Resources**

**Dialectic:**


**Teaching:**


**Applicability & Potential Challenges**

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

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

**Potential Challenges:**

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

UNLV University of Nevada, Las Vegas
Self-Assessment in the College Curriculum

**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, worldview, and backgrounds

**Examples**
- FOCUS 2, Myers-Briggs Type Indicator
- Essays on one’s own cultural influences, values, identity, or perspectives

**Student Perspectives**
- The following quotes are taken from presentations in the Fall of 2017, across four sections with over one-hundred students total. Quotes were chosen because they referenced the FOCUS 2 self-assessment we completed as part of an assignment:
  - "Helped me reflect on my values, interests, and personality"
  - "Opened me to different parts of myself"
  - "Gave me a list of majors that reflected my personality"
  - "Reminded me of some of my personal traits"

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

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

**FOCUS 2**

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

**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
### The Impact of Library Instruction on Student Success

<table>
<thead>
<tr>
<th>Library instruction for undergraduate students</th>
<th>Evidence this practice benefits UNLV Students</th>
<th>Results from a multi-institution study</th>
<th>Resources and where to find them</th>
<th>How other UNLV teachers might adopt this practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>The practice and the need it addresses</td>
<td>47,012 first-year students from twelve institutions were part of the 2014-15 data set. Of those students, 25,327 had library instruction.</td>
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</tbody>
</table>
| When instructors and librarians work together to help students develop research and information skills, students benefit. Librarians can work with instructors to help students develop skills in all areas of the research process:  
  - Developing researchable questions  
  - Finding information  
  - Using information effectively and ethically to create new knowledge |
| 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 |
| Compared with the control group of students who did not have a library instruction interaction, very significant results were found in three areas:  
  1. Library instruction is highly associated with student retention from fall to fall for first-year students.  
  2. First-year GPA for students who had library instruction was 0.02 points higher than students who did not (p=0.009).  
  3. 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

#### Talk to a librarian

- [https://www.library.unlv.edu/services/instruction](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

#### 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/referred).
- Clarify what you mean by web/internet/online sources.
- Provide opportunities for students to evaluate their sources, either in reflective writing or in an annotated bibliography.
- Recognize – and teach students – that research is a process. Help students break it down into incremental parts.
- Consult with a librarian, and encourage your students to have research consultations as well.
- Schedule a library instruction session.

#### Contact Information:

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

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

## Teaching and Researching in the College Classroom

Tea-searching is a blend of teaching and research in the college classroom. It is **learning by doing** with in-class exercises and assignments designed to study complex problems, collect and analyze data, and discuss findings—all 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.

![Image of students]({})

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)

## Feedback from Student UNLV Students

<table>
<thead>
<tr>
<th>The practice and the need it addresses</th>
<th>Evidence this practice benefits UNLV Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Researching in the College Classroom</td>
<td>Feedback from Student UNLV Students</td>
</tr>
<tr>
<td>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.</td>
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</tr>
</tbody>
</table>

## Resources and where to find them

### Recommended Reading


## 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 RG1 were presented at ACPA 2017 and RG2 at EQR2C 2017.

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

- **Doctoral**
  - **EPY 729 Fall 2015 & 2017: Qualitative Case Study Research Methods**
  - Students designed qualitative research projects from start to finish: IRB, lit review, research design, observations, interviews, coding, analysis, and results. Presentations at EQR 2018 and EQR 2016. Scholarly publications are currently in progress.
Interior Architecture’s Use of Rotating Teams

Interior Architecture Filling The Gap Within The Healthcare Continuum

The practice and the need it addresses

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 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.

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:


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


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.

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.
Working Groups as Classroom Management Style

<table>
<thead>
<tr>
<th>Improving student confidence, satisfaction, and participation</th>
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</thead>
<tbody>
<tr>
<td><strong>The practice and the need it addresses</strong></td>
</tr>
<tr>
<td><strong>Evidence this practice benefits UNLV Students</strong></td>
</tr>
<tr>
<td><strong>Resources and where to find them</strong></td>
</tr>
<tr>
<td><strong>How other UNLV teachers might adopt this practice</strong></td>
</tr>
</tbody>
</table>

**Spring 2017 pilot UNLV Students**

**BIOL 453 – Immunology**: 15 minute homework time in pairs and small groups at the end of each class.

Students in the working groups class were more likely to self-report:
- Enjoyment of the class
- Greater interest in science
- Feeling more comfortable in class
- Positive perceptions of the course

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

**COM 409 – The Rhetorical Tradition**: 15-20 minute discussion about 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).

**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.

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

<table>
<thead>
<tr>
<th>The Need</th>
<th>Evidence this practice benefits UNLV Students</th>
</tr>
</thead>
</table>
| 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? | 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.  
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). |

<table>
<thead>
<tr>
<th>Purpose and Process</th>
<th>Resources and where to find them</th>
</tr>
</thead>
</table>
| 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. | Microsoft Excel Tutorials  
Lynda.com  
Free access through UNLV ACE account  
https://www.lynda.com/learning-paths/Business/improve-your-microsoft-excel-skills  

### Table: Data Collection and Analysis

<table>
<thead>
<tr>
<th>Course Data Analysis</th>
<th>Homework Data Analysis</th>
<th>Assessment Data Analysis</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Name</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Math 101</td>
<td>80</td>
<td>75</td>
<td>90</td>
</tr>
<tr>
<td>Math 102</td>
<td>75</td>
<td>80</td>
<td>90</td>
</tr>
<tr>
<td>Science 101</td>
<td>90</td>
<td>85</td>
<td>95</td>
</tr>
<tr>
<td>Science 102</td>
<td>85</td>
<td>90</td>
<td>95</td>
</tr>
<tr>
<td>Total</td>
<td>360</td>
<td>350</td>
<td>385</td>
</tr>
</tbody>
</table>

### Diagram: Instruction-Assessment Cycle

- **Instruction**
- **Homework**
- **Data Analysis**
- **Grading**
- **Review and Preparation**

*Figure 1. The Instruction-Assessment Cycle as presented by Corderman & Hedin, 2012.*

### Using Data to Make Decisions


### Reteaching Before the Test

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

### Accreditation

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

### Mastery Learning

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

### Flipped Classroom

In this approach, students watch videos, read, or receive instruction outside of the classroom, and then class time is used to engage more deeply with the content. Quizzes outside of class can provide instructors with data to reteach a topic before moving to higher levels of learning (i.e., analysis, synthesis, evaluation).
To HY or Not to HY: Benefit to Students & Faculty through Hybrid (HY) Courses

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

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).

Hybrid Toolkit
The UNLV Office of Online Education website will soon host a Hybrid Toolkit with suggested methodologies, templates, and support to build your own hybrid courses.

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

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


Creative Student Engagement

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

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

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

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

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

How it 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., Gil, M., & Sobel, M. 2015. ACM SIGCAS Computers and Society, 45(2), 7-10.)

How to easily get started

There are videos and tutorials to help you get started:


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

Economics:

https://piazza.com/subjects/economics

Psychology:

https://piazza.com/subjects-psychology

Biology:

https://piazza.com/subjects/biology

Computer Science:

https://piazza.com/subjects/computer_science

Engineering:

https://piazza.com/subjects/engineering

Here’s my course in Accounting from Fall 2017:

https://piazza.com/demo_login?nid=j7i41r43dnd2o&auth=8f23e2e
### Facebook Group in ACC 202

<table>
<thead>
<tr>
<th>The practice and the need it addresses</th>
<th>Evidence this practice benefits UNLV Students</th>
<th>Resources and where to find them</th>
<th>How other UNLV teachers might adopt this practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook Group</td>
<td>One Stop Shopping for Student Questions</td>
<td>Create a Facebook Group for your Class</td>
<td>Use By Other Large Multi-Section Courses</td>
</tr>
</tbody>
</table>

**Facebook Group**

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

**One Stop Shopping for Student Questions**

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

**Create a Facebook Group for your Class**

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

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

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

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

**Use By Other Large Multi-Section Courses**

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

1. Post the name of the FB group in your syllabus.
2. Joining the group should be optional but there may be extra credit awarded.
UNLV Best Teaching Practices Expo 2018
Thursday, January 18, 2018
12:00 - 1:30 pm
Student Union Ballroom

Adopting The Technology

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.

Evidence this practice benefits UNLV students:
Lecture Capture - almost all students benefit from having this resource, whether the student has an excused absence, or a native English student is reviewing materials.

Benefits to Students:
Improve attendance by adopting clickers.

Evidence this practice benefits UNLV Students:
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 to improve attendance.

How other UNLV teachers might adopt this practice:
Contact OT to arrange a consultation.
Instructional Methods That Improve Outcomes for UNLV Students in Online Courses

Background
The demand for online education programs has resulted in the expansion of course and degree offerings, and a steady increase in online student enrollment nationwide (U.S. News, 2016). While the goal of online education is to improve access to higher education, historically underrepresented groups experience lower course completion rates and poorer grade performance in online classes, when compared to underrepresented students enrolled in hybrid and in-person courses. (Gladieux and Read, 1999; Hudson and Hoof, 2005; Nussell, 2007; Figlio, Rush, and Yin, 2010; Xu and Jaggers, 2012, 2013, 2014)

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

UNLV is currently ranked first among 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.

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.

Resources and where to find them:

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

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

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

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

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

**Practice & Need**

**Purpose**

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

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

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

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

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

**Keywords:** web based instruction, experiential learning, personalized learning

**Existing Research**

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

**My Observations:**

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

**STUDENT FEEDBACK**

I asked my students if I should make a banner for the next class, they said... “Make the banner, I really enjoyed putting a face to the names of people in class.”

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

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

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

**Resources**

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

**Link:** [http://bit.ly/2gLXAm](http://bit.ly/2gLXAm)

**Email:** catt@unlv.nevada.edu

**Concepts:**

- Concrete Experience
- Reflective Observation
- Abstract Conceptualization
- Active Experimentation

**How to create the banner:**

1. Download all photos on the desktop
2. Open a Word document
3. Click on INSERT
4. Chose SmartArt ➔ Picture ➔ Shapes
5. Drag & drop photo in selected shape
6. Write student names & course info
7. Take a screen shot & save as a jpg
8. Insert in your WebCT course

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**UNLV Best Teaching Practices Expo 2018**

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

**Resources and where to find them**

**Evidence this practice benefits UNLV Students**

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

**UNLV University of Nevada, Las Vegas**

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**UNLV Best Teaching Practices Expo 2018**

**Student Union Ballroom**

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

---

**Thursday, January 18, 2018**

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Adoption
- A pilot Agile Master Course (AMC) is being developed with School of Public Policy and Leadership.
- The AMC will consist of 14 modules.
- The modules are hybrid and include both face-to-face and online components.
- The pilot AMC utilizes the adaptability and flexibility of the Canvas platform.

Background and Purpose
The practice and need it addresses
- Today's higher education institutions need to produce quality and relevant learning experiences andc adapted to 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.

Benefits of Agile Instructional Design Approach
1. Produces consistent high quality instructional and learning evaluations in module and learning deliverables in module.
2. People-centered.
3. Encourages and prioritizes effective collaboration and involvement of users (e.g., teachers, faculty, etc.) in the module development.
4. Allows colleges/choices in course delivery (e.g., hybrid, face-to-face) and their flexibility.
5. Define objectives and map your course.
6. Finalize (add to course)

Concept
One developed master course is agreed upon course objectives. -Suggested course materials and examples to utilize -Hybrid (HyF)

Example of Agile Master Course module on Canvas

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

www.unlv.edu/provost/idr
**Photo Assignments: An Exploration of Student Retention Rate**

**Student Retention: The Freshman Seminar**

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

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

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

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

**Theoretical Evidence**

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

The dual-coding theory shows that supplementing verbal knowledge with visual imagery enhances memory (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?

![Allan Paivio’s Dual-Coding Theory](https://example.com/dual-coding-diagram)

**Photographic Opportunities Around Campus**

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

<table>
<thead>
<tr>
<th>Selfie in the Botanic Garden</th>
<th>Greek Theater Event in the Student Union</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Day Event in the Plaza</td>
<td>Selfie inside Bench Museum</td>
</tr>
</tbody>
</table>

**The Photo Assignments and Implications for Retention**

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

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

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

**Resources and where to find them**

<table>
<thead>
<tr>
<th>Practical Implications &amp; Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources and where to find them</td>
</tr>
<tr>
<td>Resources and where to find them</td>
</tr>
</tbody>
</table>

**Evidence this practice benefits UNLV Students**

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

**Photo Assignments:**

An Exploration of Student Retention Rate Lawrence Mullen, Ph.D.
School of Public Policy and Leadership

From: https://nlaspina.wordpress.com/2015/03/25/video-storytelling-is-the-future-of-content-marketing/
Visualization for Spatial Comprehension

The practice and the need it addresses

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

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

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)

Incorporating Visualization in Instruction Across Disciplines

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

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

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
- Watershed and catchment areas

Broader Applications of General Visualization Techniques

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

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

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

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

UNLV

Diversity
Equity
Inclusion

Our Top Tier Goals

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.