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UNLV Best Teaching Practices Expo 2019

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UNLV Best Teaching Practices Expo 2019

January 29, 2019, 12:00 pm

Student Union Ballroom



Josh Hawkins/UNLV Photo Services

UNLV's Best Teaching Practices Expo highlights great ideas from UNLV's teaching community.

Come browse posters about teaching strategies that help UNLV students succeed, vote for the teaching practice you are mostly likely to try, and enjoy a buffet lunch.

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12:00-1:30 pm

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AGENDA

12:00pm-1:30pm LUNCH and POSTER SESSION

Student Union Ballroom A

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

Welcome and Opening Remarks

Chris Heavey, Senior Vice Provost

Recognition of Distinguished Contributors

Mary-Ann Winkelmes, Director of Faculty Development

- Tiffany Barrett, Department of Physical Therapy, Allied Health Sciences. "Categorization of Exam Questions to Improve Metacognition"
- Alison Sloat, College of Sciences. "Pre-tests Improve Students' Critical Thinking"
- Erica Tietjen, Urban Studies Program, School of Public Policy & Leadership, Greenspun College of Urban Affairs. "Body Continuum Polling: A Dynamic Technique for Any Classroom"

Recognition of Sponsors, Supporters and Selection Committee

Mary-Ann Winkelmes, Director, Instructional Development & Research

12:30pm-1:00pm EAT, BROWSE POSTERS

- Visit the posters and gather teaching ideas
- Talk with presenters

1:00 – 1:30 pm PANEL: Distinguished Contributors' Best Teaching Practices

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

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PRESENTERS *Distinguished Poster Award	COLLEGE, SCHOOL, UNIT	POSTER TITLE *Distinguished Poster Award	POSTER
ACCESSIBILITY			
Gabriel Judkins and Rex Suba	Geoscience, Office of Accessibility Resources	Embedding Accessibility in Course Development	1
Maria Pena	Disability Resource Center, Student Wellness	The Importance of Universal Design in Teaching	2
ENGAGING STUDENTS			
Michelle Arroyo	Teaching and Learning, College of Education	Connecting with Students as a Motivator for Learning	3
Erika Engstrom	Department of Communication Studies	Critically Thinking about Real-World Content and Practices: The Theory Show & Tell	4
Ed Jorgensen and Laxmi Gewali	College of Engineering, Department of Computer Science	Nifty Data Structures Projects	5
Steve Hayden	Teaching and Learning, College of Education	Enacting Agency through Influence on Power Relationships	6
Jenna Heath	Academic Success Center	Career Development in Curriculum: COLA 100E	7
Julian Kilker	Urban Affairs	Data-driven assignments for clear, transparent, and efficient teaching	8
Erica Marti, Ryan Sherman, Haroon Stephen	Department of Civil & Environmental Engineering & Construction	Fostering Student Engagement: Four Strategies	9
Kassandra Moore	Career Services	Professional Development: COLA 100L	10
Kimberly Nehls	Marketing and International Business	Infographics as Data Visualization	11
Viktoria Savatorova	Mathematics, College of Science	Active Learning and Transparency in Teaching Gateway Mathematics Courses	12
Tim Self	College of Hospitality	Reality in the Classroom: Teaching Critical Thinking with Scenarios	13
Emily Shreve	Academic Success Center	Connecting Ethics to FYS Class Participation	14
Brandy Smith	Academic Success Center	Quote of the Day: Increasing Student Engagement with Textbooks and Common Readers	15
Erica S. Tiejn*	Urban Studies Program, School of Public Policy & Leadership	Body Continuum Polling: A Dynamic Technique for Any Classroom*	16
Jenifer Utz	Life Sciences	A Strategy to Increase Formative Assessment and Student Engagement during Labs	17

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METACOGNITION			
Tiffany Barrett*	Physical Therapy	Categorization of Exam Questions to Improve Metacognition*	18
Janna M. Bernstein	Student Engagement and Diversity	What are Funds of Knowledge? A Collaborative Approach to Education	19
Bryan Blankfield	Honors College	Reducing Anxiety While Boosting Creativity: Lessons from the Progymnasmata	20
Jorge Ramon Fonseca Cacho	Computer Science	Engaging Assignments Increase Performance	21
Joe Ervin, Nathan Slife	Academic Success Center, College of Education	Double-Loop Learning: An Approach to Critical Thinking	22
Dan Gianoutsos	Academic Success Center	Benefits of Formative Teaching Observations	23
Sara Jordan	School of Medicine	Using Microanalysis (MFD) to Teach & Train Students	24
Rosalie Kalili	School of Medicine	Using Problem-Based Learning to Promote Self-Directed Learning @ UNLV School of Medicine	25
Deborah A. Obara	Educational Psychology and Higher Education	Student-Led Discussions	26
Elana Paladino	College of Sciences	Mentoring meetings increase student performance on "high stakes" projects in STEM	27
Carolina Meza Perez	The PRACTICE at the College of Education	Trauma-Informed Schools and Educators	28
Alison Sloat*	College of Sciences	Pre-tests Improve Students' Critical Thinking*	29
ONLINE EDUCATION			
Sharon Jalene	Kinesiology & Nutrition Sciences	Student Outcomes - Online vs. Hybrid	30
Benjamin Root, Jennie Tran, Joey Kim, Philip Cheung	Office of Online Education	Student Polling in WebCampus	31
Kristina Schmid, Peter McCandless, Eddie Gomez	Office of Online Education, Math Learning Center, Office of Online Education	Dynamic Lightboard Videos	32
SERVICE LEARNING			
Rian Satterwhite	Service Learning and Leadership	Designing engaged learning experiences: Service-learning	33
D. Villa, C. Stockwell, M. Cohen, K. Stucki	Psychology	Civic Engagement and Service Learning Partnerships	34

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Expo attendees' best teaching practices include:

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

- 3 minute writing exercise in the middle of a lecture, or discuss with what they think the clearest points made were so far, and what points were the muddiest. Invite students to share what they wrote and get students to help each other on concepts
- a closure activity at end of semester
- answer certain questions with targeted questions designed to promote reflection and encourage self-efficacy.
- case studies
- check in with students during lectures to make sure everyone is on the same page.
- collaborative learning
- collaborative learning through classroom discussions
- conduct frequent checks for understanding by asking students to hold up 1-5 fingers in front of their body, 1 signaling they are totally lost, 5 signaling total mastery, or some number in-between.
- create a comfortable environment where students feel welcome and valued.
- direct reinforcement
- discussion-based learning in small groups
- end class with review exercises so that the students can verify their skills progress after each class
- engage community partners
- experiential learning
- flip the classroom. I lecture minimally. If they can read it in the book I do not cover unless there are questions. I spend the majority of class time working on problems and talking about current applications to the book concepts.
- for large enrollment classes where oral presentations are not possible, each student prepares a two PowerPoint slide visual presentation that combines elements of the text book and their own hand-drawn ideas. They turn the slides into me and I grade the paper submission based on a rubric.
- frequent low-stakes tests/quizzes
- get to know your students at the very first class
- go to Mary-Ann's events to stay up on the best tools and resources at UNLV
- highlight the real-world application of course content
- improve accessibility of course materials for the benefit of the broadest range of students at UNLV. Provide learning materials with the option of alternative formats. Promote Universal Design and provide accommodations

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Expo attendees' best teaching practices (continued):

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

- include students in the course curriculum and adjusting the course based on their needs. Ask the students to collaborate with the course curriculum!
- incorporate a service learning component that links with topics covered in class. Final product is to produce a paper, infographic, YouTube video, website.
- involve students in decisions about course format (lecture, discussion, activity-based, etc.)
- involve undergraduates as peer facilitators
- Kahoots quizzes
- learn from students while teaching them, and be flexible and creative in my approach in the classroom
- learn the story of my student's name(s) as a way to build community, strengthen sense of belonging, and to increase student participation.
- make content accessible for all learners through the promotion of Universal Design and providing accommodations
- offer encouragement and positive feedback to students
- peer evaluations and feedback
- problem-based learning.
- provide opportunities for practice and feedback.
- repeating a student's name when they ask questions or make comments to recognize their contributions
- scaffold curriculum and assignment design with preceding classes and with classes that sequentially follow mine
- share advice from former students
- small group discussion and class debate
- student-led discussions
- survey/poll students in advance of classroom discussions to drive the conversation the next day
- team projects, slides, team presentations
- think - pair - share
- transparent instruction, transparent course materials
- use compassion in my teaching practice.
- use of real-time mobile polling for in-class formative assessment.
- use pre-tests to improve students' critical thinking.
- use student developed storyboards to develop writing, video, or web-based assignments.
- use varied methods of teaching that address diverse learning styles

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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.

Melissa Bowles-Terry, University Libraries
Lori Candela, School of Nursing
Ellen Cosgrove, UNLV School of Medicine
Lindsay Couzens, Office of Assessment
Malayka Neith Cornejo, College of Education
Bill Davenport, School of Dental Medicine
Katelyn DiBenedetto, Graduate College
Xan Goodman, University Libraries
Tiffany Howard, College of Liberal Arts
Sharon Jalene, School of Allied Health Sciences
Lori Johnson, William S. Boyd School of Law
Gabriel Judkins, College of Sciences
Mark Kasselhut, Office of Information Technology
Sunny Kim, William F. Harrah College of Hospitality
Tamara Madenson, Greenspun College of Urban Affairs
Chyna Miller, Math Learning Center
Susanna Newbury, College of Fine Arts
Jennifer Pharr, School of Community Health Sciences
Laurel Pritchard, Undergraduate Education
Rex Suba, Online Education
Anne White, Academic Success Center
Mary-Ann Winkelmes, Faculty Development Center

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FACULTY DEVELOPMENT EVENTS AND SERVICES, SPRING 2019

(www.unlv.edu/provost/idr)

- Events Archive and Directory of Resources
- Mentoring Groups
 - Part-time Faculty
 - Faculty-in-Residence
 - Tenure-track/tenured faculty,
- Writing Groups (involving 106 faculty as of December 2018)
- Consultations, one-on-one
- Teaching Observations (by peers or trained students)
- Workshops, Panel presentations, Guest speakers, Events
- Research Presentation Coaching
- Scholarship of Teaching and Learning: Grants, guidance, support
- Group consultations and departmental/unit sessions upon request

For an updated calendar, and to register for events/services:

<https://www.unlv.edu/provost/idr/events>

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UNLV Faculty Development

CONTACT INFORMATION

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Faculty Development Fellows

Jacimaria Batista, Engineering
Tim Bungum, Community Health Sci
Robert Futrell, Sociology, CLA
Michael Genova, Fine Arts
Dan Gianoutsos, Academic Success
Andrew Hardin, Lee Business School
Tamara Herold, Urban Affairs

Sharon Jalene, Kinesiology, AHS
Lori Johnson, Boyd School of Law
Ed Jorgensen, Computer Science, CoS
Gabriel Judkins, Geoscience, CoS
Jarret Keene, English, CLA
Joanna Kepka, Honors College

Jungsun Kim, Hospitality
Francine Lipman
Deb Martin, Anthropology, CLA
Edwin Nagelhout, English, CLA
Francine Lipman, Boyd School of Law
Alison Sloat, College of Sciences