

2022

UNLV Teaching and Technology Model

Nicole Hudson

University of Nevada, Las Vegas, nicole.hudson@unlv.edu

Ted Weisman

University of Nevada, Las Vegas, ted.weisman@unlv.edu

Follow this and additional works at: https://digitalscholarship.unlv.edu/btp_expo



Part of the [Scholarship of Teaching and Learning Commons](#)

Recommended Citation

Hudson, Nicole and Weisman, Ted, "UNLV Teaching and Technology Model" (2022). *UNLV Best Teaching Practices Expo*. 170.

https://digitalscholarship.unlv.edu/btp_expo/170

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

This Poster has been accepted for inclusion in UNLV Best Teaching Practices Expo by an authorized administrator of Digital Scholarship@UNLV. For more information, please contact digitalscholarship@unlv.edu.

UNLV's Online Teaching and Technology Model

Nicole Hudson, Ed.D. and Ted Weisman, MAT, M.Ed, Office of Online Education

Teaching Practice & Need it Addresses

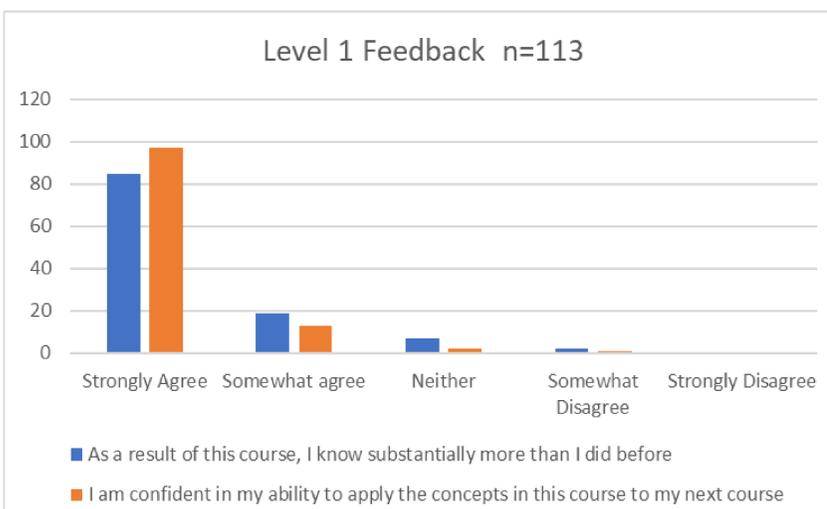
Faculty have embraced online teaching professional development prior to the pandemic but engaged more during the pandemic to **learn the best practices to help support student achievement.**

Pascarella, Seifert, Whitt (2008) conclude that **faculty can learn these behaviors and skills to become stronger teachers.** Their study supports the benefits and investment of resources to enhance teaching effectiveness, particularly to the extent that these **programs help faculty hone sound pedagogical skills such as instructional organization and clarity. Overall exposure to organized and clear instruction significantly increased the probability of student persistence.**

This practice is highlighting the model to bring together teaching and technology adoption.

Evidence it Benefits Students

In Fall 2021, 113 faculty and graduate assistants completed the Level 1 courses achieving a knowledge badge. 92% strongly/somewhat agree that they learned substantially more than the did before the class. 97% strongly/somewhat agree that they were confident in their ability to apply the concepts to their next course.



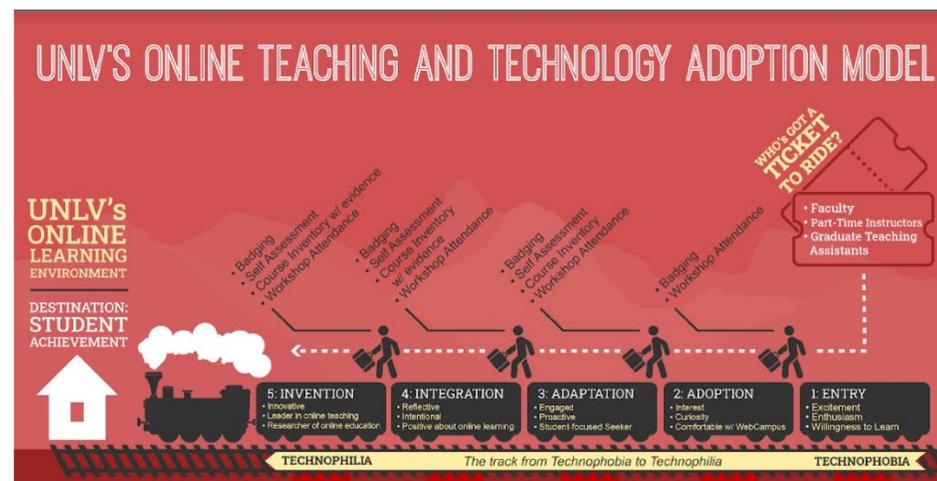
How Others Can Adopt This Practice

Level 1: Build baseline knowledge and awareness of online teaching and course design best practices

Level 2: Apply best practices associated with online teaching and course design.

Level 3: Analyze current practice with a critical eye towards employing best practices in online teaching and course design.

Level 4: Evaluate an online course to determine the utilization of best practices in online teaching and course design.



Resources & Where to Find Them

Self-Assessment: Reflect and evaluate current practices within the online learning environment.

Course Design Inventory: Review course design and best practices that support student success.

Curriculum Map Explore the course description and learning objectives of each module. A skill assessment is being added in Spring 2022.

Teach Online Catalog: Spring 2022 professional development offerings

References

Select [references](#) from the development of the model

Apple classrooms of Tomorrow—Today. (n.d.). The SAGE Encyclopedia of Online Education. <https://doi.org/10.4135/9781483318332.n36>

Bailey, Craig J. and Card, Karen. "Effective Pedagogical Practices for Online Teaching: Perception of Experienced Instructors." *The Internet and Higher Education* 12.3-4 (2009): pp. 152-155.

Baldwin, Sally, Yu-Hui Ching, and Yu-Chang Hsu. "Online Course Design in Higher Education: A Review of National and Statewide Evaluation Instruments." *TechTrends* 62.1 (2018): 46-57

Martin, Florence, Kiran Budhrani, Swapna Kumar, and Albert Ritzhaupt. "Award-Winning Faculty Online Teaching Practices: Roles and Competencies." *Online Learning Journal (OLJ)* 23.1 (2019): p. 184.

Pascarella, E.T., Seifert, T.A., and Whitt, E.J. (2008). *New Directions for Teaching and Learning*. Number 115, pp. 55-70.

Acknowledgements

This model was developed through research and continuous feedback from faculty, online-certified practitioners, and the UNLV Online Community of Practice. This was developed by the Embedded Instructional Technologists Team and specifically Suzanne Becker and Lindsay Erdem.

A special thank you to Nicole Espinoza for leading the course research to validate the model and Beth Barrie, Director of Office of Online Education for direction and support.



Best Teaching Practices Expo 2022