UNLV Libraries: Partners in Student Learning

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Institutes and Workshops Offered

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<tr>
<th>Title</th>
<th>Year</th>
<th>Number of participants</th>
</tr>
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<tr>
<td>Milestone Experience Workshops</td>
<td>2014</td>
<td>13</td>
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<tr>
<td>Faculty Institute – Second Year Seminar</td>
<td>2013</td>
<td>22</td>
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<tr>
<td>Teacher-Librarian Institute</td>
<td>2012</td>
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<td>Faculty Institute – First Year Seminar</td>
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<td>Faculty Institute on Capstone &amp; Course Design</td>
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<td>Hotel Faculty Institute on Core Course Design</td>
<td>2011</td>
<td>17</td>
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<tr>
<td>Faculty Institute on Research Based Learning in High Impact Courses</td>
<td>2010</td>
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Learning Outcomes for Faculty Institutes

To understand how research-based learning approaches support student success.

To articulate goals and learning outcomes for research assignments in order to communicate expectations to students and form the basis for assessment of student work.

To investigate research-based learning activities that integrate library and information resources.

To discover technology options that support scalability and sustainability of research-based learning.

To share strategies and discuss resources to help faculty who mentor graduate assistants and part-time instructors to support the integrated research assignment.

Next Steps

- Offer the Teacher-Librarian Institute again in August 2014
- Content analysis of faculty members’ course syllabi to examine which concepts from institutes have been integrated
- Work with the Coordinator of Instructional Development and Research to offer assignment design workshops for instructors
- Participate in the Transparency in Teaching and Learning in Higher Education project at UNLV

Participants realized a “need for the earliest possible interventions in students’ university careers to move them in the direction of greater skills and competence.”

Agreement among faculty and instructors that the collaboration with the liaison librarians was beneficial, and even “one of the best things about the entire Institute.”

Two Curriculum Models

Integrated Course Design Model

Learning Goals

Teaching/Learning Activities

Assessment & Feedback

Situational Factors

3Ps: Purpose, Product, and Process Assignment Development

1. Learners

2. Purpose

4. Process

3. Product