

Faculty Development Fridays Series

Engaging UNLV Students: Panel and Discussion

March 18, 2016, 12:00 pm
Student Union, Room 209

The most successful students are engaged students. Teaching Academy fellows and faculty showcase their best examples for engaging UNLV students in various contexts: large classes, online courses, research projects, social media.

Panelists:

Sharon Jalene, Lecturer, Allied Health Sciences, Kinesiology

Uses Facebook between class meetings to promote students' communication skills, collaborative problem-solving and digital literacy skills

Michael Nussbaum, Professor, Education, Ed Pscyh and Higher Ed, Teaching Academy Fellow

In an online course, engages students with collaborative argumentation, using a rubric for what good discussion looks like, and guidelines on how to productively disagree in online discussions

Michael Dalbor, Professor, Hotel, Teaching Academy Fellow

Combats math anxiety, students' self-doubt, and attrition in large classes with real-time assessment of students' understanding and an inclusive environment

Jacimaria Batista, Professor, Engineering, Civil and Environmental Engineering and Construction,

Teaching Academy Fellow Boosts the academic and professional success of underserved students through a long-term lab research program from first year through graduation and into industry internships, jobs, or graduate study

Handouts:

- Slides from panel presentations: <http://www.unlv.edu/provost/idr/events-archive>
- Guidelines (below: Appendices A-C) for online posting/discussion, Sharon Jalene
- Rubric for online discussions, Michael Nussbaum

Bibliography:

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Center for Community College Student Engagement. *Engagement rising: A decade of CCSSE data* Austin: The University of Texas at Austin, 2015

Christenson, S., et al. *Handbook of Research on Student Engagement*. New York: Springer, 2012.

[Engaging Students with Nevada History: Faculty Retreat Opportunities](#). (Contacts: Priscilla Finley, Su Kim Chung)

Marzano, R. and Pickering, D. *The Highly Engaged Classroom*. Bloomington, IN: Solution Tree Press, 2013.

Sanchez, R.A. et al. "[Students' perceptions of Facebook for academic purposes](#)." *Computers & Education* 70 (2014): 138–149.

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APPENDIX A

Facebook and Social Networking Agreement-KIN 250

Sharon Jalene

University of Nevada, Las Vegas

- **Respect others** Users are free to discuss topics and disagree with another, but please be respectful of others' opinions. You are more likely to achieve your goals or sway others to your beliefs if you are constructive and respectful while discussing a bad experience or disagreeing with a concept or person.
- **Be a valued member.** If you join a social network like a Facebook group or comment on someone's blog, make sure you are contributing valuable insights. Don't post information outside of the topics in KIN 250. Self-promoting behavior is viewed negatively and can lead to you being banned from Web sites or groups.
- **Don't spam**
- **Be respectful.** As a KIN 250 student, you understand the university's commitment to respect for the dignity of others and to the civil and thoughtful discussion of opposing ideas. Some online communities can be volatile, tempting users to behave in ways they otherwise wouldn't. Your reputation, and KIN 250's, are best served when you remain above the fray.
- **Be accurate.** Make sure that you have all the facts before you post. It's better to verify information with a source first than to have to post a correction or retraction later. Cite and link to your sources whenever possible; after all, that's how you build community.
- **It's a conversation.** Talk to your readers like you would talk to real people in professional situations. In other words, avoid overly pedantic or "composed" language. Don't be afraid to bring in your own personality and say what's on your mind. Consider content that's open-ended and invites response. Encourage comments. You can also broaden the conversation by citing others or posting related links and videos.
- **Did you screw up?** If you make a mistake, admit it. Be upfront and be quick with your correction. If you're posting to a blog, you may choose to modify an earlier post—just make it clear that you have done so.
- **Be a Leader.** There can be a fine line between healthy debate and incendiary reaction. **Do not denigrate others**, even if they do not share your beliefs. Nor do you need to respond to every criticism or barb. Try to frame what you write to invite differing points of view without inflaming others. Some topics—like politics or religion—slide more easily into sensitive territory. So be careful and considerate. Once the words are out there, you can't really get them back. And once an inflammatory discussion gets going, it's hard to stop.

What this gets at is just **use common sense**, treat people well, report what you know and be transparent and genuine. Use appropriate language and remember that you are still in a professional environment, even though it is virtual.

By signing this document, I am agreeing to the terms above. I understand that my success in the course, and in future online environments, will be supported by compliance with these principles.

Signature _____

Date _____

APPENDIX B

Facebook Discussions: 10 per semester

Sharon Jalene, University of Nevada, Las Vegas

Purpose: The ability to effectively communicate online is an increasingly important skill. As a future healthcare and/or fitness professional, you will likely communicate with patients, clients, and colleagues online. The stakes are a little higher – your words are recorded when communicating via email or another digital portal.

An underlying purpose of this ever-evolving class is to help you to ask new questions by introducing you to optional ways of looking at the world, technology, and the people around you. These discussions allow us to immediately and conveniently access current lectures from brilliant people in every field and see cutting edge tech demonstrated on a global stage.

Use these discussions to learn more about your world, your field, and your peers. Share new ideas by adding content – other videos, links, or news articles.

Task: Make at least 3 conversational comments on each of my 4 posts, so a minimum of 12 comments total. Make comments in the thread with my post(s). It is helpful if someone who is a Facebook user can get it started so those who are not familiar with the environment can see an example.

Comments should be at least 3 sentences but should not be mini-essays – unless you are just really passionate about the topic. Rants are acceptable. I enjoy an intelligent rant. Just talk about it like you are sitting in a room...talking...only write. It is helpful to include a group member's name in your comment(s) when you are responding to or adding to something they said. You can also reply to their comment directly. I am looking for conversations – not just several individual thoughts.

Criteria: There are 100 points available for each discussion. In order to earn full points, your posts cannot be back-to-back, so a good strategy is to watch the content early and make your first post. This will allow you to come back throughout the week and contribute to the conversation to complete the discussion assignment. If you run out of time, however, partial credit is better than no credit. There are several discussions scheduled, so you have many opportunities to do well in this segment.

Your first comment must be made prior to the end of W/Th class time – [Wed (section 1001) at 2:15PM/ Thurs (Section 1002) at 12:45/ Thurs (Section 1003) at 2:15]. You are welcome to post all of your comments early, but you must have posted at least one comment in each of the 4 videos by the end of our second class meeting time.

APPENDIX C

Facebook Discussion Analysis, KIN 250

Sharon Jalene, University of Nevada, Las Vegas

Purpose: You will be involved in many conversations this semester, both in the classroom and online. You may find the same is true in your future profession. You have already participated in the assigned conversations, now you can look at the discussion from a different point of view. Take this opportunity to observe, evaluate, and analyze the discussion as a whole. Think of it as looking at the forest instead of the trees.

Task:

1. Take note of the two Facebook discussions assigned to you for analysis, indicated by the two Roman numerals posted under My Grades on Webcampus.
2. Participate as usual in the assigned Facebook Discussion.
3. Once the discussion is closed, read all posts and account for your Group Members' participation on the provided spreadsheet
4. Answer the questions in the **survey**** in this folder.

Criteria:

1. This is due at 11:59PM on the Tuesday following the assigned discussion. For instance, if the discussion closes on Friday, Feb 5 at 11:59PM, this will be due on Tuesday, Feb 9, by 11:59PM.
2. You will do this 2 times throughout the semester. It is your responsibility to pay attention to your personal due dates.
3. This assignment is worth 20% of your Facebook Discussion grade (4% of your total term grade).
4. Although I will use this as a general guide, I will also look at the discussion in detail before assigning a grade to you and your Group Members

Survey (delivered on Webcampus) **

1. What videos/articles did your Group discuss? List them in order of your favorite to your least favorite.
2. Briefly explain your reasons for choosing your **favorite** video/article.
3. Briefly explain your reasons for choosing your **least favorite** video/article.
4. Explain one important concept, research finding, theory, or idea that you learned from watching/reading your favorite video/article. (50 words minimum)
5. Why do you believe that this concept, research finding, theory, or idea is important? (50 words minimum)
6. Apply what you have learned from this video/article to some aspect of your life and/or future career. (50 words minimum)
7. What question(s) has the information raised for you? What are you still wondering about?
8. Briefly discuss one thing you learned from **reading/analyzing** the discussion for this assignment? You may consider the group dynamics, the level of involvement from different members, or something about the actual content to answer this question. (50 words minimum)
9. Use this space for any other comments or suggestions regarding the Facebook Discussion assignments.

**Questions 4-8 taken from:

Aexander, M. E., Commander, N., Greenberg, D., Ward, T. (2010). Using the Four-Questions Technique to Enhance Critical Thinking in Online Discussions. *MERLOT Journal of Online Learning and Teaching*, 6(2), 409-415.